COST-SHARED PROJECT

FILE NUMBERS

MAETT VC-2

NLS V1-2

Regional Literacy Coordination Project

Final Report

September 1999 - June 2000

By: Jean Rasmussen
Project Coordinator

This project was funded by
The Ministry of Advanced Education, Training and Technology and
Human Resources Development Canada - National Literacy Secretariat

Summary

This report covers the activities of the **Provincial Regional Literacy Coordination** project, September 5, 1999 - June 30, 2000. The report is divided into two sections: **Regional Literacy Coordination Project Management and Support** and **Special Initiatives Fund**. The report will follow the format presented in the Cost Shared Program (CSP) project proposal, and will document how we met the objectives outlined therein, as well as provide recommendations for future activity.

REGIONAL LITERACY COORDINATION PROJECT MANAGEMENT AND SUPPORT

Need for Activity

Literacy BC's continuing role in the coordination and support of this project is essential to the stability and entrenchment of regional literacy coordination in B.C. In collaboration with the regional literacy coordinators, the following areas of need were identified and became the focus of our work over the past project year:

- Regional literacy coordinators expressed a need to continue to maintain a strong provincial network, have access to training and professional development, and an opportunity to share information and expertise with their colleagues under the leadership of Literacy BC.

- It is also important that Literacy BC continue to advocate for regional literacy coordination to build capacity and move the issue of literacy forward in B.C. This advocacy will take place at the college, school district and ministerial levels.

Objectives of Activities

The following section will present each objective and report on how that objective was met.

1. Provide consultation, information and support to 11 Regional Literacy Coordinators, with a focus on supporting the new regional coordinators.

Consultation/support by region was provided as needed. More than 140 calls regarding regional literacy coordination were logged between September 1999 and July 2000. Support was also provided by way of email and teleconferences.
The following **Regions in Brief** section will give an overview of the focus of our support on a regional basis.

Regions in Brief

Highlights of Support and Activity

- Four regional literacy coordinators are members of the **Provincial Family Literacy Working Group** – Leona Gadsby, Jennifer Cliff-Marks, Nancy Noble-Hearle and Judy Brooks.
- Two regional literacy coordinators gave presentations at the **1999 Family Literacy Summer Institute** - Leona Gadsby and Jennifer Cliff-Marks.
- The establishment of the **Columbia Basin Alliance for Learning** – regional literacy coordinators instrumental in this are: Leona Gadsby (East Kootenay region) and Jennifer Cliff-Marks (Selkirk region).
- The establishment of the **Cariboo Chilcotin Partners in Literacy** – regional literacy coordinator instrumental in this – Shelly Joyner (Cariboo region).
- Jennifer Cliff –Marks was elected to the Literacy BC Board of Directors – October 1999.

Staffing Changes

There have been several changes in staffing over the past year; they are as follows:

- ❖ Julia Dodge, regional literacy coordinator for the Sunshine Coast took a leave of absence to finish her degree in adult education at University College of the Fraser Valley. Jean Bennett temporarily replaced her.
- ❖ Michelle Lebeau took a pregnancy leave until January 2000.
- ❖ Maureen Stephens, regional literacy coordinator for the Okanagan resigned in early Fall 1999, due to a busy workload. Nancy Noble-Hearle replaced Maureen in November 1999.
- ❖ Bill McDonald, regional literacy coordinator for the Cariboo region resigned November 1999 to teach in Mexico. Shelly Joyner replaced Bill mid November.
- ❖ Christina Patterson, regional literacy coordinator for Malaspina/North Island region resigned March 31, 2000 due to illness. Judy Brooks replaced her in early April 2000.

Capilano Region

Regional Literacy Coordinators:
Julia Dodge – Sunshine Coast
Michelle Lebeau – Squamish and Whistler
Lynda Sampson – Mount Currie, Pemberton and Whistler

The need for support to this region has been minimal, however support provided was mostly in the area of family literacy development.

- At the request of Lynda Sampson, Jean Rasmussen attended a family literacy information meeting on January 18, 2000 in Pemberton. The library and a number of other community partners were in attendance. We provided information packages and other resources to the group. It was agreed by the group at the end of the meeting that they would form the Pemberton Literacy Committee (PLC) and meet regularly over the next months.
- February 17, 2000 - 90 family literacy information packages were mailed to Lynda Sampson for the PLC book bags.
- Assistance was provided with the development of the 2000-01 Regional Literacy Coordination CSP.

Cariboo Region (Appendix 1)

Regional Coordinator: Shelly Joyner.

Support for this region was extensive (telephone meetings, emails and three face to face meetings in Vancouver).

We provided consultation and support in the following areas:

- community development and strategic planning
- ideas for professional development and training, which included a contact list of possible presenters (Clyde Hertzman will give a presentation on September 18, 2000 in Williams Lake on Literacy and Population Health).
- information and resources re: family literacy, workforce and help with the development of a funding proposal to the **Cariboo Economic Action Forum** (please see **Appendix 1**).
- financial and planning support for the **Cariboo Chilcotin Partners in Literacy** Strategic Planning Session through the **Special Initiatives Fund** (Please see **Appendix 1** for report and budget).
- information and support to Bruce Mack – member of **Cariboo Chilcotin Partners in Literacy** re: Provincial Regional Literacy Coordination project.(Please see **Appendix 1** for Economic Summit follow-up meeting report).
- support with the development of the Regional Literacy Coordination 2000-01 CSP proposal.
- consultation with Bill McDonald re Rotary funding for **Partners in Adult Learning** program (Please see **Appendix 1**).

East Kootenay Region (Appendix 2)

Regional Coordinator: Leona Gadsby.

Support for this region was extensive (telephone meetings, emails, and two conference calls with Jennifer Cliff-Marks, Leona and Jean Rasmussen re family literacy and the Columbia Basin Alliance for Learning).

We provided consultation and support in the following ways:

- materials, information, provision of a consultant (Gavin Perryman), meals and travel expenses for the group for the January 14-16 2000 regional meeting to develop the **Columbia Basin Alliance for Learning** (Please see **Appendix 2**).
- support and feed back in developing a research proposal for family literacy in the Kootenay. This project is temporarily on hold. (Please see **Appendix 2** for draft).
- consultation with Leona Gadsby re family literacy development and fundraising in her region.

  Highlights

  - Family literacy is everyone's business, everyone's issue.
  - Does not need to be offered exclusively through literacy organizations or family organizations if wellness is the model we use – we have to work together.
  - We need to involve everyone, let go of ownership if we are serious about affecting change and imbedding literacy – work with all organizations, ministries with a vested interest in families and learning.
  - A key to success for Leona's region is the development of advisory committees in each of the five communities – it is important to have a committee to identify the issues.
  - Another key is having a paid family literacy coordinator whose job is to bring the partners together, help facilitate the process and act on the needs, direction and advice of

the advisory committee. Family Literacy Coordinators are the "action" of the committee – they do the leg work, create community links, do presentations and generally make the case.

- The outstanding need for this region is $$$ for family literacy. It would take $210,000 a year to support all five communities.
- The Ministry of Education has not put any money into family literacy development in this region – Leona said one of the benefits of having family literacy programs is that the K-12 system will get kids who are better ready to learn.
- Salaries for coordinators and support staff are what is needed.

- Leona gave a presentation on family literacy services and programs in her region at the **1999 Family Literacy Summer Institute**, at the request of Literacy BC. Planning of content and focus took place on the telephone prior to the event.
- Leona is a member of the Family Literacy Working Group subcommittee on training and standards. She is collaborating with Literacy BC in the development of the *BC Framework of Principles and Best Practices in Family Literacy*.
- Provide support with the development of the Regional Literacy Coordination 2000-01 CSP proposal.

New Caledonia Region (Appendix 3)

Regional Literacy Coordinator: Pat Hanki.
Support for this region was moderate (telephone meetings, emails).
We provided consultation and support in the following areas:

- community development and strategic planning.
- ideas for professional development and training (Please see **Appendix 3)**
- information and resources re family literacy, workforce and regional literacy coordination project (history).
- assistance with FirstClass.
- consultation with **Pat Hanki** re support in planning a workshop for her region Spring 2000, support in deciding where to focus her attention in the New Caledonia region
- support in developing the Regional Literacy Coordinators 2000-01 CSP proposal.

North Island/Malaspina Region (Appendix 4)

Regional Literacy Coordinator: Judy Brooks.
Support for this region was extensive during the second half of this project year. Due to the sudden announcement that Christina was very ill and would need to immediately step down, CALLS looked to Literacy BC for guidance and support.

We provided consultation and support in the following areas:

- assisted in the writing of the job description, the interview questions and the selection of candidates to be interviewed, and participated in the interviewing and hiring of the new regional literacy coordinator. We posted information on FirstClass and in Literacy BC's June edition of *Imprints* (please see **Appendix 4).**
- support with planning and attended the October 22, 1999 **Instructor/Tutor Training - Literacy Workshop** organized by Christina Patterson (please see **Appendix 4** for agenda and evaluation).

- community development and strategic planning for region.
- ideas for professional development and training.
- information and resources re family literacy, workforce and regional literacy coordination project (history).
- provided Judy with background information about the project, previous monthly and final reports, telephone and email support, as needed.
- support was provided in developing the 2000/01 Regional Literacy Coordination CSP application for this region.
- A letter of acknowledgement and thank you was sent to Christina from the staff at Literacy BC, as well as a brief article in Literacy BC's June edition of *Imprints* (please see **Appendix 4).**

Northern Lights Region (Appendix 5)

Regional Literacy Coordinator: Donna Kane.
Support for this region was moderate (telephone meetings, emails).
We provided consultation and support in the following areas:

- community development and strategic planning – Donna applied for funding from the Special Initiative Fund to bring representatives from seven areas within her region for a region-wide conference in the Fall 2000 to address fund-raising and the development of a regional learning alliance. Donna was successful in her application (Please see **Appendix 5**).
- ideas for professional development and training.
- information and resources re family literacy, workforce.
- assistance with further developing the Northern Lights conference on FirstClass.
- assistance in developing the Regional Literacy Coordinators 2000-01 CSP application.

Northwest Region

Regional Literacy Coordinator: Dee McRae.
The request for support to this region has been minimal.
We provided consultation and support in the following areas:

- community development and strategic planning – Dee telephoned Jean Rasmussen a number of times over the project year for support in how to bring the region more together, and as there is a growing interest for family literacy programming and development, ideas for training and professional development in this area.
- information and resources re family literacy.
- assistance with motivating participation on the Northwest conference on FirstClass.
- support in developing the Regional Literacy Coordination 2000-01 CSP application .

Okanagan Region (Appendix 6)

Regional Literacy Coordinator: Nancy Noble-Hearle.
Support for this region was moderate (telephone meetings, emails).
We provided consultation and support in the following areas:

- community development and strategic planning.
- ideas for professional development and training.
- Information and resources re family literacy. Much of the support provided to this region continues to be in the area of family literacy development.

- assistance with FirstClass.
- overview of the history of regional literacy coordination.
- at the request of Nancy and the literacy practitioners in the Okanagan region, Jean Rasmussen arranged for Judi Angel to give a one-day workshop on fundraising, which took place in Kelowna on December 3, 1999. A number of planning meetings with Judi and Nancy took place prior to the workshop. The workshop was informative and well received (Please see **Appendix 6** for workshop evaluation).
- consultation and support in planning of the June 1-3, 2000 regional conference.
- Jean invited Nancy to join the Family Literacy Working Group subcommittee on training and standards. We provided background information as to the development of the *BC Framework of Principles and Best Practices in Family Literacy*. Nancy attended a Framework meeting on November 18, 1999, organized by Literacy BC.
- support was provided in developing the 2000/01 CSP application for this region.

Selkirk Region (Appendix 7)

Regional Literacy Coordinator: Jennifer Cliff-Marks.

Support for this region was extensive (telephone meetings, emails, and two conference calls with Jennifer Cliff-Marks, Leona and Jean Rasmussen re family literacy and the **Columbia Basin Alliance for Learning**).

We provided consultation and support in the following ways:

- Materials, information, provision of a consultant (Gavin Perryman), meals and travel expenses for the group for the January 14-16 2000 regional meeting to develop the **Columbia Basin Alliance for Learning** (Please see **Appendix 2**).
- Ongoing support and consultation with re family literacy development and fundraising in her region.

Please see **Appendix 7** for two brief articles regarding Jennifer's recent accomplishments.

Information/Resources

All Regional Literacy Coordinators received the following:

- The final report for the **1999 Family Literacy Summer Institute.**
- A box containing more than 30 children's books donated by Scholastic Book Publishers for distribution to the family literacy programs in their regions.
- Family Literacy information packages, posters, brochures and buttons for Family Literacy Day 2000 (Please refer to the **Family Literacy Development in B.C. - 1999-00 Final Report** for complete details of activities and information regarding family literacy day/week events).
- **Regular Updates** on all activities in the **Family Literacy Development in B.C. Project** (which includes National Family Literacy Day, the Starbucks Foundation, National Children's Agenda, First Call – Spotlight on Children and Youth, the Centres of Excellence for Children's Well-Being, Campaign 2000. For more detailed information please refer to the **Family Literacy Development in B.C Final Report – 1999-00).**
- **Updates on**:
    - Family Literacy Working Group activities.
    - Family Literacy Public Awareness Project.
    - Workforce Initiatives.

- MAETT, Transition Project.
- Literacy BC activities.

- Updated *Regional Literacy Coordinator Contact List* as needed (Please refer to **Appendix 8**).
- Updated *BC Directory of Family Literacy Programs and Services* (Please refer to **Family Literacy Development in B.C. Final Report – 1999-00**).
- Access to Updated Annotated Bibliography of Family Literacy Resources on the FirstClass.
- Information on activities of **Youth Community Action Program**.

2. Maintain and support a network for regional literacy coordinators, including maintaining and moderating the FirstClass conference.

- Literacy BC continued to provide a strong network for regional literacy coordinators in the province. Regular and ongoing contact was made with all regional coordinators by telephone, email and/or the "hub". We continued to moderate the Regional Literacy Coordinators conference, which was used for pre-meeting discussions, information sharing, and updates as needed. (Please refer **to Appendix 9** for examples of online correspondence).

3. Assist regional coordinators with the development of community partnerships and planning for the future, including researching funding possibilities at the college, school district and ministerial levels.

Please refer to individual regions for examples of the development of community partnerships and planning for the future support.

Research Funding

❖ **October 21, 1999** - Meeting in Victoria with Doug Moss, Provincial Coordinator, Adult Education, Field Services Branch, Ministry of Education (MOE).

Purpose of Meeting:

- To provide information and resources regarding family literacy development and programs/services in BC.
- To explore potential partnership between MOE and Literacy BC.
- To continue to explore regional contacts/partnerships with/for the regional literacy coordination project and coordinators.

Outcomes/next steps

- Expressed receptivity to work together.
- To further explore the provision/entrenchment of family literacy programming in adult education programs provided by school districts, using the **Cowichan Adult Learning Centre** model.
- To plan a follow-up meeting in Vancouver to further explore ways in which we can work together – Linda Mitchell, Jean Rasmussen, Stacey Huget, and Doug Moss (Doug is responsible for the MOE/Grizzlies "Champions Stay in School Program" and is currently reviewing educational projects and partnerships under the leadership of MOE).

- **November 13, 1999** – Follow-up telephone meeting with Cairine Green, Acting Manager, Education Partners Unit, MOE re discussions with Doug Moss – exploring ways to partner with Literacy BC and make links with regional literacy coordinators and programs and projects of MOE.
- **January 10, 2000** – Meeting at Literacy BC with Cairine Green re above. Cairine left this position late Spring. We will make contact with her replacement in early Fall.
- **May 3, 2000** – Paul Gallagher, President of Literacy BC and Linda Mitchell met with the new Minister of Advanced Education Training and Technology – Honourable Graeme Bowbrick re: increased funding to CSP program and regional literacy coordination

Other related partnerships and funding potential

- **Starbucks Coffee Co.**

  Starbucks continues to play a major role in supporting the work Literacy BC is doing in family literacy in B.C. We had several planning meetings with Arnie Licas and Nicky Shaw, Marketing Managers for Starbucks Western Canada Division, over the past six months, regarding Family Literacy Day/Week 2001, Raise a Reader Day, Word on the Street and the Family Literacy Public Awareness Campaign. Starbucks will once again provide in-kind and some financial support for the above activities.

  The Starbucks Foundation has awarded more than $30,000 U.S. to family literacy projects in B.C. over the past year. (Please see **Family Literacy Development in BC 99-00 Final Report - Appendix 11** for examples of reports and other communications).

- **Grizzlies Foundation**

  The Grizzlies Foundation continues to provide partnership support in the following activities:

  - Spinoza the Bear Program
  - Raise a Reader Day
  - Word on the Street
  - Family Literacy Day/Week 2001 Campaign

- **Scholastic Book Fairs**

  Scholastic Book Fairs donated thousands of books to family literacy programs in B.C. They will participate in the Family Literacy Public Awareness Campaign this Fall, and the Family Literacy Day/Week 2001 Campaign.

❖ **Chapters**

We are in the process of forging a new partnership with Chapters. They approached us early this Spring regarding potential involvement in the work we do. Jean Rasmussen and Linda Mitchell met with their Marketing Manager in July to discuss the Family Literacy Day/Week 2001 Campaign.

❖ **Vancouver Sun**

Louise Watson, Marketing Manager for the Vancouver Sun invited Literacy BC to partner with the Grizzlies, Starbucks and the Vancouver Sun on Raise a Reader Day. The Sun also committed to providing us with media coverage for many of our Fall and Winter events. In addition they will also participate in our Family Literacy Public Awareness Campaign and the Family Literacy Day/Week 2001 Campaign (Please see **Family Literacy Development in BC 99-00 Final Report - Appendix 19** for description of Raise a Reader Day).

❖ **West Coast Energy**

Susan Evans, Donations Coordinator for West Coast Energy, at a recent meeting, expressed a desire to partner with Literacy BC in a number of activities, specifically our public awareness campaign and Family Literacy Day/Week 2001. We are presently negotiating as to what this would entail.

❖ **Family Literacy Day/Week 2001 Working Group**

On June 28th Literacy BC planned, organized and hosted a Family Literacy Day/Week 2000 debriefing and planning meeting for **Family Literacy Day/Week 2001.** 20 key provincial organizations attended the meeting and agreed to participate in the planning and implementing of next year's events.

A representative from the Department of Justice Canada, National Crime Prevention Centre, who was unable to make the meeting, also expressed an interest in working with Literacy BC on this campaign. (Please see **Family Literacy Development in BC 99-00 Final Report - Appendix 12** for Family Literacy Day/Week 2000 Summary of Events, partner list, agenda and meeting notes).

4. Create stronger connectivity between MAETT's Transition Project and regional literacy coordinators.

We need to provide more support in this area. Appointments have been made for the Fall of 2000 to explore ways of creating stronger links.

❖ **October 21, 1999** – Meeting in Victoria with Audrey Thomas, Education Officer, Ministry of Advanced Education, Training and Technology (MAETT) re provincial and national family literacy development, a possible research project in family literacy, regional literacy coordinators November meeting and the Transitions project.

5. Plan and deliver one professional development/training event for regional literacy coordinators in Vancouver.
The regional literacy coordinator's meeting took place November 19-21, 1999, in Vancouver. The theme for this meeting was **Planning the Future of Regional Literacy Coordination in B.C.**, and **Literacy BC: Future Directions.**
Literacy BC, with the support and guidance of the regional literacy coordinators, organized and facilitated the November meeting. (Please see **Appendix 10** for agenda, minutes, examples of online planning prior to meeting and other related information).

6. Assist with the selection process of regional literacy coordinators, as required.
Please see Malaspina/North Island Region for details of this activity.

7. Write a final report on project activities.
Completed.

8. Receive final reports from regional literacy coordinators.

- Most regional coordinators felt that monthly activity reporting was too time consuming. We agreed that monthly reporting would discontinue and that all coordinators would submit a final report to Literacy BC as per our partnership agreement.
- Reporting is an issue for the coordinators. Content, format, statistics, monthly versus one final report were discussed at the November 1999 meeting without any clear guidelines or expectations decided upon.
- Many of the regional literacy coordinator's final reports from last year and in a few cases from the year before are outstanding. All coordinators with overdue reports have been individually contacted and have promised to send them in ASAP.

SPECIAL INITIATIVES FUND

Need for Activity

There is a current need to further assist regional literacy coordinators to meet future challenges by building alliances in their regions. Through a **Special Initiatives Fund**, regional literacy coordinators will have access to resources for planning regional meetings whose focus will be to build stronger alliances and partnerships in their region and to develop and implement a regional planning model for literacy services. The Fund will also provide an opportunity for regional literacy coordinators to build on their skills in the areas of strategic planning and community development.

Objectives of Activity

The following section will present each objective and report on how that objective was met:

Assist in the development of an evaluation tool for regional coordinators to reflect on past, current and future work in order to be more strategic about future planning in their regions.
We are in the process of completing this tool for distribution in the Fall 2000.

Set up a Special Initiatives Fund, which will invest in the future of regional literacy coordination in B.C.
The fund has been established and two regional coordinators have already applied and accessed funding. Criteria were established based on the information presented in the 99-00 CSP proposal, which was shared with the regional literacy coordinators. We need to formalize the process by developing application forms and a one - page description of the criteria and guidelines for applying.

Apply for matching funds for the Special initiatives Fund from organizations such as the United Way and the Vancouver Foundation.
We are in the process of developing a proposal for the Vancouver Foundation re contributing funds to this project. We met with Foundation on two occasions and they have expressed a keen interest in regional literacy coordination.

Develop a contact list of trainers/facilitators in the areas of partnership and community development.
In process.

Recommendations for Future Regional Literacy Coordination Activities

- Continue to provide consultation, information and support to 11 regional literacy coordinators in the areas of partnership building and developing community alliances.
- Continue to provide a strong provincial network and opportunities for professional development and training, e.g. Regional Literacy Coordinators November meeting in Vancouver and on-line conference.
- Explore the possibility of hiring a regional literacy coordinator for the Lower Mainland and Greater Victoria.
- Continue to work with the Ministry of Education and other ministries who could/would benefit from regional coordination of literacy services, to develop stronger ties and support for regional literacy coordination.
- Work more closely with directors of school districts and colleges to build capacity and support for regional literacy coordination.
- Evaluate the Regional Literacy Coordination project and what could/should be Literacy BC's role in the future. To be done in collaboration with Audrey Thomas, MAETT and regional literacy coordinators. Reporting and accountability need to be addressed.
- MAETT increase its involvement and funding in the project – which would include an expansion of funds to Literacy BC and regional literacy coordinators across the province.

APPENDIX 1

Literacy for the Cariboo-Chilcotin

submitted by

Cariboo–Chilcotin Partners for Literacy Society
1185 N. 11th Avenue,
Williams Lake, BC V2G 2M8

Lil Mack
Director – Cariboo-Chilcotin Partners for Literacy

Society Registration #:

Executive Summary

Literacy is an important issue in Canada, especially in the Cariboo-Chilcotin. There is a direct correlation between literacy and jobs, literacy and health, and literacy and human success. The Cariboo-Chilcotin Partners for Literacy Society is committed to literacy activism in the region and is seeking funding from CEAF and Community Enterprise for numerous projects. We are focusing on providing literacy support to individuals with marginal literacy skills, to employers, and to families.

Cariboo-Chilcotin Partners for Literacy Society

A diverse group of community representatives have been meeting in Williams Lake over the past three years to promote literacy. This group set and achieved many goals under the leadership of the past Regional Literacy Coordinator and thanks to funding and in kind contributions from the Ministry of Advanced Education Training and Technology, the National Literacy Secretariat, University College of the Cariboo, and numerous local contributors and volunteers. Some of these achievements include:

- the Partner Assisted Learning (PAL) program in Williams Lake which is going into its second successful year of operation;
- Partner Assisted Learning tutor training was delivered in Williams Lake in 1999 and again earlier this year;
- the Cariboo Regional District Library, Williams Lake Branch successfully delivered a series of family literacy workshops in eight (8) rural communities;
- Literacy and Parenting Skills (LAPS) training was delivered in Williams Lake in 1999;
- Parent-Child Mother Goose training was delivered in 100 Mile House in 1999; and
- Literacy Month Celebration in Williams Lake last September was well attended.

The Cariboo-Chilcotin Partners for Literacy Society (CCPL) regrouped formally in December 1999 and schedules meetings at least once a month. This group has made long-term commitments to literacy activism within the region. As well as discussing pertinent literacy issues and planning for current events, the CCPL has set up a Board of Directors and submitted the necessary paperwork for becoming a registered society.

The CCPL is an advisory group that has been working with the Regional Coordinator and the PAL Awareness Coordinator to raise the level of literacy awareness in Williams Lake and 100 Mile House. A radio campaign has been ongoing since January 2000 and a print campaign began in March. The CCPL will be participating in SPAN Day in Williams Lake on May 6th and will be coordinating a Family Literacy tent at the Rotary Destination 2000 Auto & Recreation Show on May 12-14th. The board is currently working on a "Walk for Literacy", June 10th in 100 Mile House and Williams Lake and has begun planning for September 2000 Literacy Month Celebrations.

Over the past three years many community groups have been involved in literacy initiatives as community partners. Some of CCPL's current active partners include: University College of the Cariboo, Williams Lake Arts Council, Cariboo Regional District Library, Cariboo-Chilcotin Community Skills Centre, Human Resources Development Canada, Literacy BC, Williams Lake Rotary, South Cariboo Safer Communities Society, Literacy BD, School District #27 (Cariboo-Chilcotin), and Williams Lake and District Volunteer Centre.

Rationale

Literacy is an important issue in Canada, especially in the Cariboo-Chilcotin. It is time for us to acknowledge the direct correlation between literacy and jobs, literacy and health, and literacy and the human condition. We need to focus on providing support to individuals with marginal literacy skills, to employers, and to families with children 0-6 years. Prevention over remediation has significant social, economic and personal advantages including: positive self-esteem and self confidence, increased productivity in all aspects of life, and a reduction in remedial and social programs necessary for treatment. Unfortunately the literacy needs of young children and adults often fall through the funding cracks, and little government funding is available for literacy initiatives or ongoing programs.

"Literacy supports lifelong learning and personal and cultural development, which contribute to healthy individual and strong communities."

Ontario Rural Literacy Special Interest Group, March 1994

"Individuals with low literacy skills find it more difficult to use printed information, they participate less frequently in community activities, and they are less likely to achieve economic success than those with higher skills."

International Adult Literacy Survey: 1996, p.39

"Research has shown that as literacy levels rise, so do levels of employment and self-sufficiency. The International Adult Literacy Survey (IALS), in its landmark study, found a direct correlation between labour force participation and literacy levels. People with lower literacy skills tend to be unemployed for longer periods of time and receive lower wages than those with higher literacy levels."

Janet Smith: 1999

More important than the simple ability to read and write, literacy now focuses on the ability to use printed information. Low literacy skills limit the economic success and life chances of Canadians. Twenty-two percent of adult Canadians have serious problems dealing with printed materials and a further 24% can only deal with simple reading tasks. In the Cariboo the numbers are even worse. Statistics show that at least 4 out of every 10 Canadians, aged 16-65 possess marginal literacy skills (marginal = level 1 or 2, IALS, 1996) . This translates to at least 26,000 adults living in our region, (based on an adult population base of 65,000) who could benefit from improved literacy skills.

"Adult Education remains the welfare to work strategy most clearly linked to long term employment impacts. Moreover, even for individuals who succeed at getting jobs, education remains central to the ability to advance on the job and to lift oneself above the ranks of the working poor."

D'Amico: 1997, p.iv

Over 36% of workers in Canada and 56% of unemployed Canadians possess marginal literacy skills. These individuals have limited capabilities such as difficulty summarizing, comparing and contrasting; weak skills when working with forms, charts, tables and text that might be encountered in the workplace; and are challenged when working with numbers. As well, those with marginal literacy skills, especially employed individuals, have poor attitudes towards literacy and do not consider their job opportunities to be limited by their poor literacy skills (Sue Crompton). In fact, the innovative and adaptive capacity of individuals is tied directly to their level of literacy. In resources-based economies such as in the Cariboo there is a need for diversification of industry and the ability of workers to adapt is crucial to long-term viability.

"Family literacy is based upon a simple but powerful premise: parents and children can learn together and enhance the lives of each other. When parents and children learn together, an appreciation and respect for education is provided for the children, which paves the way for school success; parents acquire new skills for work and home and a new appreciation of their role as first teacher."

Brizius & Foster, 1993, p 6&7

The family is where most skills and attitudes towards learning begin and parents are a child's first and most important teacher. The attitudes towards literacy and learning surrounding a child from birth to age six are particularly critical to lifelong "success". Often parents and caregivers are not aware of the significance of their influence. Family Literacy programs help parents and other caregivers improve the skills they need to support their children's learning.

The Project

The CCPL was formed as an umbrella organization to facilitate, direct and advise on locally developed literacy projects as well as for raising public awareness of literacy issues. The CCPL operates as a volunteer group with no direct funding. Currently four (4) cost-shared proposals have been submitted to MAETT and the NLS for funding, and Williams Lake Rotary has made a long-term commitment to supporting the Partner Assisted Learning program in Williams Lake. The CCPL has a vision of continued growth for literacy services in the Cariboo-Chilcotin by building onto existing foundations.

We are requesting funding for:

- Regional Literacy Coordination supported by partnerships between University College of the Cariboo, Literacy BC and CCPL;
- Awareness Marketing Coordination supported by partnership with the PAL program;
- Partner Assisted Learning (PAL) supported by partnerships between University College of the Cariboo, Williams Lake Rotary, Cariboo Regional District Library, Regional Literacy Coordination, CCPL, Cariboo-Chilcotin Community Skills Centre, and the Literacy Committee in 100 Mile House;
- Workplace Literacy (new initiative);
- Family Literacy Assets and Needs Assessment supported by partnerships between University College of the Cariboo, Cariboo Regional District Library, School District #27, Regional Literacy Coordination, CCPL, and South Cariboo Safer Communities Society;
- Library Outreach supported by partnerships between University College of the Cariboo and Cariboo Regional District Library;
- Books for Babies (new initiative);
- Parent-Child Mother Goose (new initiative);
- Literacy and Parenting Skills (new initiative);
- June 2000, Walk for Literacy;
- September 2000, Literacy Month Celebration;
- Family Literacy Workshops (new initiative); and
- Cariboo-Chilcotin Partners for Literacy Society.

Expected Outcomes:

- continued and enhanced Regional Literacy Coordination activities;
- continued and enhanced Awareness Marketing Coordination activities;
- a plan to implement family literacy projects that meet the specific needs of the Williams Lake and 100 Mile House areas based on community input through a family literacy assets and needs assessment;
- delivery of a family literacy pilot program based on the family literacy assets and needs assessment;
- a local collection of family literacy resources for community use;
- greater public & workplace awareness of literacy issues;
- continued Partner Assisted Learning tutoring service for adult learners;
- June 2000 Walk for Literacy
- September 2000 Literacy Month Celebrations
- training and establishment of local family literacy coordinators in ten rural communities;
- delivery of family literacy workshops to ten rural communities ;
- delivery of the Books for Babies program in 100 Mile House as a 1 year pilot project;
- delivery of two sessions of the Parent-Child Mother Goose program in at least two communities (total of at least four sessions);
- delivery of two sessions of the Literacy and Parenting Skills program in Williams Lake; and
- established long term funding commitments from local business, industry, service organizations and community at large.

The literacy projects outlined on the following pages will meet diverse needs in the Cariboo. Family literacy assets and needs assessment will target what types of programs and services can best support the needs of families and children/youth to enhance the intergenerational establishment of literacy skills

during the preschool and school years. Family Literacy projects will support early language learning opportunities of children and families. Adult literacy initiatives will support the growth of PAL, which is unique to the region and offers a free one-on-one tutoring service for adult learners. Workplace literacy will address the unique needs of employers and employees in the workplace. Special Events will provide opportunities for community members to come together and enjoy themselves while establishing a forum for raising literacy awareness. The CCPL will continue to provide facilitation, direction and advice, while taking on the responsibility for managing funds, producing a yearly statement of activities and reporting on outcomes and progress.

Project Descriptions

a) Regional Literacy Coordination

Regional Literacy Coordination is key to supporting and assisting in the development of initiatives in the region as well as enhancing literacy awareness. The Regional Literacy Coordinator works to fulfill a broad range of objectives including:

- assisting with the development and submission of cost shared proposals from the region;
- securing long-term funding to support literacy projects and programs;
- raising public awareness of literacy issues through presentations, media and special events;
- attending annual Literacy BC Regional Coordinators meeting;
- attending monthly meetings of CCPL and carry on work under their direction;
- establishing and maintaining partnerships with other services agencies and community groups;
- networking with provincial literacy organizations, and providing advisory support to existing programs;
- identifying viable literacy service provision to business & industry;
- delivering and arranging workshops on adult and family literacy; and
- establishing working relations with local First Nations communities and explore potential partnerships.

b) Awareness Marketing Coordination

The Awareness marketing Coordinator is responsible a wide range of activities including:

- scheduling CCPL meetings;
- promoting community based PAL literacy services, family literacy projects & programs, and literacy events throughout the region through the media and other means;
- recruiting volunteer tutors for PAL program in Williams Lake; attending monthly meetings of CCPL and carry on work under their direction;
- establishing and maintaining partnerships with other services agencies and community groups;
- identifying viable literacy service provision to business & industry;
- securing long-term funding to support literacy projects and programs;

c) PAL

Currently there are fifteen (15) trained volunteer tutors in Williams Lake, seven (7) in 100 Mile House and one (1) in Dog Creek. Most of the tutors in Williams Lake are paired and there is a learner waiting list. The first year's success of the Partners Assisted Learning Program in Williams Lake demonstrates its need as an ongoing community service. Continued funding support for tutor coordination is vital for the maintenance and continued success of this program.

The PAL program offers free one-on-one tutoring by trained volunteers who have been matched specifically to the learner based on personality and learner needs. As well, the PAL Coordinator in Williams Lake recruits tutors, facilitates training sessions for tutors; assesses learners and tutors, matches tutors and learners, maintains and enhances the PAL resource centre in Williams Lake; assists in securing funding dollars to support program, and supports the PAL program in 100 Mile House.

In 100 Mile House, a volunteer coordinator has been carrying the work load for the past nine (9) months and already three (3) tutors are paired with learners. The establishment of a paid tutor coordinator in 100 Mile House is crucial to the success of PAL in this community.

Partnerships with service organizations in both communities are already established and PAL has solid community support.

d) Workplace Literacy

> " Over one-third of the workers in Canada (36%) possess marginal literacy skills. This proportion is consistent over all three types of literacy – prose, document and quantitative"
>
> Susan Crompton

> "The results of the Conference Board of Canada's study, *The Economic Benefits of Improving Literacy Skills in the Workplace*, demonstrate that there are clear economic benefits for both employers and employees in improving workplace literacy... Benefits of literacy training cited by employers were the improved learning facility of the employees, their ability to work together as a team, and improved labour-management relations."
>
> Bloom et al: p.1

There are significant and well documented literacy needs in today's workforce. Workplace presentations to employers are a first step and an essential part to establishing partnerships and further addressing the literacy needs of workers in the workplace. Many possibilities exist for delivering general or industry specific literacy programs. With adequate funding, as specific needs become apparent they can be addressed.

e) Family Literacy Assets and Needs Assessment

There is great interest in family literacy in the North Cariboo (100 Mile House – Williams Lake and surrounding areas) and many training programs (Mother Goose, LAPS, Volunteer Tutor Training) have been successfully delivered in the region. However, in the field of family literacy there are still very few programs available to parents/caregivers and their children, and there is currently no intergenerational program available that addresses the literacy issues of both children and parents/caregivers at the same time.

Family literacy programs come in all shapes and sizes, just like people. They can be designed to teach the child, the parent, or the parent and child together. A variety of programs are needed to address the diversity of community needs. In this outline only a few programs have been mentioned, but there is room and need for many more

Many community-based ideas have already been brought to the table such as a Book Bus run by a family literacy specialist, home-schooling support, and best practices for literacy for day care providers. First, more detailed and specific information is needed about local assets and needs, and there is a need to research opportunities for local groups to work together in providing family literacy programs. A local coordinator is needed to complete this research, to gather information about successful programs that have run in other communities and to facilitate the synthesis and sharing of this information.

f) Library Outreach

Cariboo Regional District Library (CRDL) is responsible for providing library services for a region that covers more than 25,000 square miles. The region is rural in nature. There are three major centres. There are community libraries located in 14 smaller centres, some of which are more than 4 hours drive from any of the major centres. Many of the people scattered throughout the region cannot take advantage of the many programs offered in the major centre. In particular, because of the distance,

many families are not taking advantage of CRDL's resources and programs. CRDL has the ability and the desire to provide long-term outreach to support these families.

In Phase 1 (1999) of this project Family Literacy Workshops were delivered to 8 rural communities. During delivery of Phase 1, workshop hosts and participants demonstrated a desire and need for follow up workshops. Also, there is a desire to bring the workshops to other isolated communities that were not reached in Phase 1.

Phase 2 of this project will include follow up workshops to interested communities that were reached in Phase 1, as well as delivering workshops to other rural communities. During Phase 2, community representatives interested in becoming volunteer family literacy advocates, coordinators and liaisons will be established and trained.

g) Books for Babies

Books for Babies is based on the philosophy that since children spend the first (and most critical) five or six years at home, parents need support in becoming more effective "first" teachers.

The initial funding stage of the *Books for Babies* program that is being proposed involves the hospital presentation when new mothers receive a book bag at the local hospital. These cotton bags with a color *Books for Babies* logo contain an information sheet on the importance of reading to babies and young children, a tip sheet on family reading, a picture book and a board book, and a bookmark. A book bag will be on display at the hospital and health unit. Evaluation of the program will involve informal follow-up with mothers/families that received book bags six months and 1 year after birth.

If additional funding is received the program will expand to provide more support for family literacy and for the program. A few expansion possibilities include: inclusion of *The Mozart Effect*, a brain stimulating selection of classical music for babies; a video presentation at the hospital and prenatal classes at the health unit on the importance of reading to young children. With additional funding, informal follow-up activities such as producing a quarterly newsletter, providing biannual workshops for parents of newborns, and enhancing the *Books for Babies* section at the local libraries.

This program is currently being proposed for 100 Mile and District Hospital, but would also be beneficial in Williams Lake. No program of this kind is currently being offered in the region.

h) Parent-Child Mother Goose

> "It is widely known that positive and extensive experience with oral language is an essential foundation for later literacy. One purpose of the *Parent-Child Mother Goose* program is to help families who might not naturally provide their babies and young children with the wide range of materials and activities that make up oral literacy."
>
> Celia Lottridge

The activities in *Parent-Child Mother Goose* centre on oral literature – rhymes, songs and stories. Parents who are uncomfortable with printed materials are enabled to acquire poems and stories without the stress of reading. They gain positive language experiences to share with their child(ren). These experiences provide an excellent start for other family literacy activities.

During *Parent-Child Mother Goose* parents and children participate together while the direct teaching and informal discussions are directed towards the parents. As well, a snack is usually offered. Programs are usually offered in 1.5 hour weekly sessions over a ten-week period.
The *Parent-Child Mother Goose* training was offered in 100 Mile House in Sept. 1999 and individuals throughout the province attended. Trained individuals are eager to start delivering this program in the Williams Lake and 100 Mile House areas. No program of this kind is currently available in the region.

i) Literacy and Parenting Skills
Literacy and Parenting Skills (LAPS) is an innovative family literacy project designed to provide literacy and parenting skills to parents. Low level literacy materials based on parenting skills and other topics are utilized in the program. LAPS targets parents who have difficulty with reading and writing and aims to improve these skills while providing strategies to enable parents to model strong literacy and language skills within their home settings so as to break the intergenerational cycle of low literacy and to improve children's language development.

LAPS is usually offered in 1-1.5 hour weekly sessions over a 10 week period and is offered to parents free of charge. Funding is required to cover the costs of facilitation, materials, meeting space and refreshments. Usually 10-15 parents participate in each session.

The *Literacy and Parenting Skills* training was offered in Williams Lake in Sept. 1999 and individuals throughout the province attended. Trained individuals are currently running a pilot project at of Marie Sharpe Elementary School in Williams Lake. Two more groups are also being planned to run in the fall of 2000 at Marie Sharpe. No other program of this kind is currently available in the region.

j) June 2000, Walk for Literacy
On June 10th citizens of Williams Lake and 100 Mile House will be hosting a "Walk For Literacy". The purpose of the walk is to create awareness about literacy issues and the effect literacy has in our communities, the region and across the country. This first year walk is intended to be an annual event. The *June 2000, Walk for Literacy* is still in the planning stages and an update with specifics will be available soon.

k) September 2000, Literacy Month Celebration
For the month of September we will be celebrating literacy in the Cariboo-Chilcotin. A variety of awareness events will be happening throughout the month. Our local newspapers will be helping us to promote literacy and all the programs the CCPL society supports. It is our desire to invite an inspirational speaker to our communities to address literacy issues. The *September 2000, Literacy Month Celebration* is still in the planning stages and an update with specifics will be available soon.

l) Family Literacy Workshops
During September 1999, a series of family literacy workshops were delivered to eight (8) rural communities. These workshops were well attended and received positive feedback from participants. Family literacy workshops could be offered in other Cariboo-Chilcotin communities, as a component to prenatal classes, and to teachers.

Topics covered may include: defining family literacy; the need for family literacy programs; benefits of family literacy; learning stages of children; how to get your children involved in life; building a literature rich home environment; choosing good books for children; and storytelling techniques.

No workshops of this kind are currently available in the region

m) Cariboo-Chilcotin Partners for Literacy
Please see introduction.

Time Line

The Regional Literacy Coordinator (RLC), Awareness Marketing Coordinator (AMC), PAL, and the CCPL will be working year-round to achieve the objectives and outcomes outlined in this proposal. As well, the CCPL, RLC and AMC will be working on the Workplace Literacy project throughout the year. Noted in the following time line are additional significant events and activities. Please note that this time line is dependent on the success of this proposal.

May 2000
-begin planning for September 2000, Literacy Month Celebrations
-plan for June 2000, Walk for Literacy

June 2000
-CCPL strategic planning and board development
-begin local fundraising campaign
-strategic plan development for Books for Babies & ordering materials
-finish planning September 2000, Literacy Month Celebrations & implement plan

July 2000
-implement Books for Babies and continue throughout the year

August 2000
-hire coordinator for Library Outreach program
-hire coordinator for Family Literacy Assessment
-final touches on September 2000, Literacy Month Celebrations

September 2000
-September 2000, Literacy Month Celebrations
-Sept.-Feb. Library Outreach Family Literacy Coordinator Training
-PAL tutor training sessions in Williams Lake
-Sept-Dec., Family literacy assessment in 100 Mile House and Williams Lake

October 2000
-Oct.-Dec., deliver Parent-Child Mother Goose in 2 communities

November 2000
-planning for Family Literacy Day Celebrations, Jan. 27

December 2000
-holiday Special Event, possibly a "Books for Christmas" book drive for children

January 2000
-celebrate Family Literacy Day, Jan. 27
-begin family literacy pilot projects in 100 Mile House and Williams Lake
-Jan.-March, deliver Parent-Child Mother Goose in 2 communities

February 2000
-submit of Cost-Shared proposals to MAETT & NLS

March 2000
-deliver Family Literacy Workshops to 10 rural communities in coordination with trained Family Literacy Coordinators in those communities

Budget – Community Enterprise Breakdown

Eligible Activity	Description	Community Contribution (In Kind)	Other Contributions	MCDCV	Total
Business Opportunity Identification RESEARCH	Regional Coordination Awareness Marketing Coordination Workplace Literacy Family Literacy Assets and Needs Assessment CCPL	$15,550	$10,000	$21,363	$46,916
Business Analysis & Planning PLANNING & GROUND WORK	Regional Coordination Awareness Marketing Coordination Workplace Literacy Family Literacy Assets and Needs Assessment CCPL	$15,355	$25,544	$30,912	71,811
Project Implementation Management PROGRAM & PROJECT DELIVERY	Regional Coordination Family Literacy Assets and Needs Assessment Pilot Project PAL – 100 Mile House & Williams Lake Family Literacy Programs: a)CRDL – Library Outreach b)Books for Babies- 100 Mile c)Mother Goose Program d)Literacy & Parenting Skills e)Family Literacy Resources Special Events	$59,343	$55,635	$34,842	149,820
Total		90,248--	91,179--	87,117--	268,544--

Budget – Community Enterprise Breakdown by Project

Eligible Activity	Description	Community Contribution (In Kind)	Government Contributions	MCDCV	Total
Business Opportunity Identification RESEARCH	Regional Coordination	5,900	5,000	6,000	46,913
	Awareness Marketing Coordination	1,000	5,000	6,788	
	Workplace Assets and Needs Assessment	1,250	0	8,575	
	Family Literacy Assets and Needs Assessment	7,400	0	0	
Business Analysis & Planning PLANNING & GROUND WORK	Regional Coordination	0	5,000	10,000	71,811
	Awareness Marketing Coordination	1,000	5,000	6,787	
	Workplace Assets and Needs Assessment	0	0	8,000	
	Family Literacy Assets and Needs Assessment	0	15,544	0	
	CCPL	14,355	0	6,125	
Project Implementation Management PROGRAM & PROJECT DELIVERY	Regional Coordination	0	0	3,920	149,820
	Family Literacy Assets and Needs Assessment Pilot Project	0	5,000	1,600	
	PAL - 100 Mile House & Williams Lake	45,303	24,915	2,000	
	Family Literacy Programs: a)CRD Library Outreach a)Books for Babies-100 Mile b)Mother Goose Program c)Literacy & Parenting Skills	 9,800 830 2010 1400	 25,720 0 0 0	 0 6,472 9,100 750	
	Special Events	0	0	11,000	
		90,248	91,179	87,117	268,544
Total					

Budget – Breakdown by Project

Project	Total Cost	Community Contributions	Government Contributions	Needs
CCPL	20,480--	14,355--	--	6,125--
Regional Literacy Coordination	35,820--	5,900--	10,000--	19,920--
Awareness Marketing Coordination	25,575--	2,000--	10,000--	13,575--
PAL, 100 Mile & Williams Lake	72,218--	45,303--	24,915--	2000--
Workplace Literacy	17,825--	1,250--	--	16,575--
Family Literacy Assets and Needs Assessment	29,544--	7,400--	20,544--	1,600--
Library Outreach	35,520--	9,800--	25,720--	--
Books for Babies-100 Mile House	7,302--	830--	--	6,472--
Parent-Child Mother Goose	11,110--	2,010--	--	9,100--
Literacy and Parenting Skills in Williams Lake	2,150--	1,400--	--	750--
Special Events	11,000--	not yet known	--	11,000--
Family Literacy Workshops	included in RLC budget			
Total	268,544--	90,248--	91,179--	87,117--

LITERATURE CITED

Brizius, J.A. & Foster, S.A. Generation to Generation: Realizing the Promise of Family Literacy. Ypsilanti, MI: High/scope Press, 1993.

Conference Board of Canada. Members' Briefing: The Economic Benefits of Improving Literacy Skills in the Workplace, August 1997

Crompton, Susan. "The marginally literate workforce". n.d.

D'Amico, Debbie. "Adult Education and Welfare to Work Initiatives: A Review of Research, Practice and Policy", National Institute for Literacy, 1997.

Family Literacy: New Perspectives, New Opportunities. International Reading Association Family Literacy Commission, n.d.

Family Literacy Action Group (FLAG) Position Paper on Family Literacy in Alberta, 1995.

Ontario Rural Literacy Special Interest Group. The Distinct Needs of Rural Literacy Programs. March 1994.

Shalla, Vivian and Schellenberg, Grant. The Value of Words: Literacy and Economic Security in Canada, 1998.

Smith, F. "The Creative Achievement of Literacy." Awakening to Literacy. Goelman, H. et al, eds. Eseter, NH: Heinemann Educational Books, 1984: pp.143-153

Smith, Janet. Literacy, Welfare, & Work: Longitudinal Research Project. Final Report and Recommendations, 1999.

Statistics Canada. "Reading the Future: A Portrait of Literacy In Canada": Canadian Report on the International Adult Literacy Survey, Statistics Canada, September, 1996.

Sticht, T.G. and B.A. McDonald. Making the Nation Smarter: the Intergenerational Transfer of Cognitive skills. San Diego: Applied Behavioral and Cognitive Sciences, 1989.

Dear Jean,

Hello, I hope all is well in the big city. We are emerging from winter and I hope spring is here to stay. Attached you will find a long overdue update on our local efforts to form a literacy society and a request for special initiatives funding. I will be sending a Regional Coordinator's update along soon. Please contact me if you would like more information.

Thoughtfully,
Shelly Joyner
Regional Literacy Coordinator
Cariboo Chilcotin
secondnature@bcinternet.net

Cariboo-Chilcotin Partners for Literacy Update

A diverse group of community representatives have been meeting in Williams Lake over the past three years for the sake of literacy. With the leadership of the past Regional Coordinator, Bill MacDonald, this group set and achieved many goals during this time.

The Cariboo-Chilcotin Partners for Literacy (CCPL) regrouped formally in December 1999 and is meeting at least once a month. This group has made a long-term commitment to literacy activism within the region. As well as discussing pertinent literacy issues and planning for current events, the CCPL has set up a Board of Directors and submitted the necessary paperwork for becoming a registered society.

The CCPL is an advisory group that has been working with the Regional Coordinator and the PAL Awareness Coordinator to raise the level of literacy awareness in Williams Lake and 100 Mile House. A radio campaign has been ongoing since January of this year and a print campaign began earlier this month. The CCPL will be participating in SPAN Day in Williams Lake on May 6th and will be coordinating a Family Literacy tent at the Rotary Destination 2000 Auto & Recreation Show on May 12-14th. The board is currently working on a "Walk for Literacy", June 10th in both communities and has begun planning for September 2000 Literacy Month Celebrations.

The CCPL has a strong vision for the Cariboo-Chilcotin and is ready for defining a mission statement and one-year and five-year strategic planning. The CCPL wishes to have representation throughout the Cariboo-Chilcotin, as well as Williams Lake. As well, working as an umbrella organization, we hope the CCPL will be able to take over the administrative role from the University College of the Cariboo for next year's cost-shared proposals.

CCPL Request for Special Initiatives Funding

On behalf of the Cariboo-Chilcotin Partners for Literacy, funding in the amount of $1255.00 is requested to develop a strategic plan for the region. The development of this strategic plan will involve the utilization of a local consultant. The consultant will come and work with CCPL (late May or early June 2000) to define a mission statement and develop one and five year planning models.

Budget Breakdown:

Consultant Fee	$600.00
Lunch for Meeting (10-15 people@$10 each)	$150.00
Society Formation Expenses	$105.00
Mileage Coverage (@.37/km)	$400.00

Cariboo Chilcotin Partners in Literacy
Strategic Planning Session
June 5 and 6, 2000
Cariboo-Chilcotin Community Skills Centre

Cariboo Chilcotin Partners in Literacy
Strategic Planning Session
June 5 and 6, 2000
Cariboo Chilcotin Community Skills Centre

1. Participation

In Attendance: Mary Madden, Shelly Joyner, Colleen Rodgers, Dawna LeDrew, Bill McDonald, Debbie DeMare, Laurie Walters, Len Bosch, Jim Chorney, Lil Mack, Bruce Mack and Jay Goddard

Facilitator – Nancy Gale

2. Purpose

Purpose:	strengthen goal setting, communication, leadership and decision making through a process of strategic planning

3. Objectives

- To introduce the elements of strategic planning
- To identify the organization's guiding principles and core values
- To develop a mission statement that reflects these principles and core values
- To identify the organization's strengths and weaknesses
- To explore the challenges and opportunities ahead
- To develop goals and objectives
- To identify the key activities of the organization's one year workplan (short-term)
- To identify the elements of the organization's five year workplan (long-term goals)

4. Managing Change

Participants were asked to brainstorm what the word *change* meant to them. In addition, participants were asked to brainstorm Partners in Literacy's role as an agent of change. The following summarizes the dialogue:

- Education, fear, resistance, growth, excitement, compromise, risk
- Ongoing, difficult, readiness, being prepared, discomfort
- Vision, seeing the possible, describing the accomplishment
- Challenge, experience, empathy
- Willingness to, need for
- What impact will it have?
- Evaluation, measurable
- Purpose, understanding
- Fun, takes time, all consuming
- Tools - support, communication, attitude, behaviors, self-esteem
- Role - building community, connections, networks and interdependence (synergy amongst agencies and organizations that are active in literacy – reducing isolation and duplication and encouraging the best use of the community's human capital
- Equity, inclusion
- Respect, place-based education
- Awareness and acceptance of change
- ***Does anyone actually get to read!***
- ***Do we as community agents of change understand what is needed and wanted?***
- ***How do we respect strengths and build on "abundance" not scarcity?***

5. Strategic Planning Overview

Companies and organizations that enjoy enduring success have articulated their core values and principles. Both remain fixed while their services, strategies and practices adapt to change. It is more important to know ***who you are and what you stand for,*** than where you are going...programs become obsolete, communities change, new technology emerges and management theories and governments come and go too!

Many of us have a healthy skepticism for yet another management theory. Management theories are not magic. They are tools that require a lot of hard work to be effective. At best, they are models for understanding; models for action; and models for analyzing complex situations and interactions that can help us do a better job. In an environment crazed with action, strategic planning principles inspire reflection, and prompt us to ask, "What is the result of all this business?"

Strategic planning is a method of planning that matches an organization's resources with its best opportunities. You begin with purpose and principles and analyze your organization's strengths and the external environmental conditions. The plan, then outlines how you are going to best use your scarce resource(s). Strategic planning is a method of determining basic plans of action regarding matters considered to be critical, even decisive.

It is not ***incremental planning*** where you add 10% for new projects and 5% for inflation. Strategic planning starts with a vision of an ideal future and focuses on present conditions and actions needed to prepare and position your organization for that future. The benefits include:

- creating a ***balance*** between external conditions and internal organizational strengths
- developing a new ***focus***, busyness is no longer its own excuse for being
- reinforcing program development and activities to meet the current and emerging ***needs*** of the community
- maximizing organizational ***strengths***
- ***integrating*** planning and operations. Principles, purpose and priorities provide direction for scarce resource utilization
- refocusing attention on the ***future.*** The organization is no longer limited by either the past nor the present.

To ensure success, the process of strategic planning requires:

a. Pre-Planning

➢ The organization is receptive to undertaking this type of review, open to change, committed and involved in the strategic planning process:

b. A Value Scan

➢ Identify organizational standards and ethics
➢ Identify what the organization deems as proper, acceptable and necessary
➢ Identify core values, core purpose, guiding principles and the organization's mission statement

c. An Environmental Evaluation/Scan

➢ Identify the organization's internal strengths and weaknesses
➢ Identify external market and community conditions that may be opportunities and/or threats

d. An Identification of Goals and Objectives

- Identify organizations' goals and objectives for the next five years
- Identify realistic goals and objectives for the organization's next fiscal year to ensure that the company is results rather than task oriented

e. Implementation of Action Plans

- Develop action plans that identify cost, leadership, time frames, materials, resources, accountability and follow-up

f. A Formal Structured Review

- Commit to a semi-annual review of the strategic planing process including action plans and results

Strategic planning traditionally has dealt with **ends** (where are we going), **ways** (how are we going to get there) and **means** (how are we going to organize resources). With the speed of change, mobility, technology and the trends to non-standard employment, strategic planning now focuses on the mission statement with its set of principles and values as the compass, so they can flexibly adapt to the environment and create ways to achieve ends. Strategic planning should address the following questions:

- Where do you want to be in five years?
- What kind of an organization do you want to have?

6. Desired Results of the Strategic Planning Session

Purpose

- To formulate/articulate a clear purpose for the Society (3)
- What are we about
- To develop a sense of purpose and structure, i. e. umbrella role
- To delineate the scope or limitations of the Society
- Shared Vision, understand and develop a shared vision with others in the group. What do they see as the direction for the society? Knowing the shared vision of others will improve the group's performance (3)

Direction

- Need to get a picture of where we are going. "How are we going to get there?" How can we be most effective in assisting those in our community, who, because of their reading skills (and probably other life skills) are not able to reach their potential and thus we all, as a community are the poorer for it?

Goals
- To establish "do-able" goals/objectives for the near and far future
- Measurable goals (2)
- Obtain a clear and attainable goals
- Goals and objectives clearly identified and stated
- Design and set goals

Action Plan
- To articulate a plan of action
- Action plan with what, who, when and possibly how
- Actions plans/work plans clearly laid out

Commitment
- To establish a commitment from those who are involved

Needs Analysis
- Define group, individual an community needs (3)
- Identify target groups (2)

Structure/Organization
- Organize all of this energy, knowledge and experience in the most effective way
- Develop a strategy to include all the organizations in the Society that work on literacy
- Mission statement (4)
- Sub-Committees
- Expectations of CCPL board members (2), society members and paid contractors, job descriptions with tasks clearly defined
- Paid persons job descriptions, with task clearly defined
- Active volunteer involvement
- What are we committed to?
- Organizational structure
- Strategic Planning follow-up in year 2001
- Begin with a definition of 'What is literacy society in Williams Lake?"
- Who is in charge of what? What is my role? Who do I report to? Who has a say on how the money is to be spent?

Awareness
- Awareness of the organization and its abilities
- Education in the community and the workplace
- Develop programs that go to business and the workplace and educate the public about literacy concerns and how to make people feel more comfortable
- Raise awareness in the community through personal contacts

- Develop a marketing and promotional campaign for literacy month in the community

Fundraising

- Identify fundraising opportunities
- Obtain funding through business sponsorships

Partnerships

- Partnerships with businesses

Programs

- Enhance the current programs, i.e., more matches for PAL
- Create new literacy programs
- Identify some focus areas to work on

7. Desired Results of the Strategic Planning Process for Individual Participants

- Fulfillment of project/goals that I have been working on for some time
- Something well done
- Personal satisfaction
- Role definition
- Action plan
- Learn about planning and change (how to make them occur)
- Being able to identify literacy shortcomings and meet them head on
- What is my personal role in addressing literacy issues?
- Being part of the solution
- Sharing expertise
- Focus, specific guidelines
- Defined expectations, roles and responsibilities (2)
- Continue my contract for another year
- Staying on track
- Raise awareness in community through my contacts
- Timelines, reference points, measures of success (2)
- How to be an effective participant on a board
- ***Learn skills necessary to make this organization so vital to the community that in 5 years everyone will say how did we get along without this group***

8. Group Norms

- All *ideas accepted* in a safe and secure environment
- ***Open Communication***
- ***Acceptance of all ideas***
- ***Listen, accept ideas positively***
- ***Voice opinions***

- Don't be critical in brainstorming, keep the discussion within the group
- All humor accepted and appreciated
- Trust, ***open discussion***, thoughtful and reasoned discussion
- Shared information, resources
- Efficiency
- Honesty
- Active participation, active listening
- Acceptance, no ideas are "bad" ideas
- Focus
- Energy, creativity
- Let go of your organizational and personal perspectives
- Don't be afraid to be heard
- Commitment of time
- Honoring commitments
- ***Respect*** for role of each individual and their knowledge, background on literacy
- ***Respect*** for personal viewpoints (2)
- ***Respect*** and energy
- Together we can create something that works

9. Accountability

- Do what is expected. Do what I say I will do and don't bite off more than I can chew!
- To learners (2)
- To other Society members for delegated actions and responsibilities
- Public, target groups
- Other groups that are involved
- Community Associations
- Myself, CCPL, Literacy BC, Deb Demare
- Society/community
- Fund raising organizations
- Quality of services provided
- Quality of life for individuals
- Creating an environment and a community that supports literacy
- "Stiff jail sentence for non-compliance"
- Given this is my second go at a literacy society, that we make every effort to make this "movement" work, for the sake of the community and its potential
- To organizations that provide funding support
- To each other and the Society
- Direction, Mission Statement, Vision Statement

10. Consequences

- Stress
- Status quo
- Many organizations are working on literacy with duplication, waste of resources, funding, no long-term planning and no measurable impact on the community and the lives of individuals.
- A stronger, more focused organization
- Unable to meet programs goals and objective
- If we don't do this process there is a good chance that an organized literacy group will not form. People will not be helped who could really benefit from it. If we do it, I feel we can develop a strong Society that will be effective.
- Involvement, increase number of people served, new programs
- Awareness, prevention and intervention
- Collect personal success stories, archival history of literacy
- Time needed, time given and time availability affect the project
- ***We were reminded that we could be years away from "measurable" outcomes. This is a long-term project (Rotary -polio eradication).***
- ***Ask ourselves, will we all still be actively involved one year from today?***

11. Principles

Correct principles are like compasses; they are always pointing the way. And if we know how to read them, we won't get lost, confused or fooled by conflicting voices and values.

Principles apply at all time in all places. They surface in the form of values, ideas, norms, and teachings that uplift, enable, fulfil, empower and inspire people. Some examples of basic principles or foundation principles include:

- Conviction, equity, justice, integrity, honesty, courage, consideration, keeping promises, commitment, fairness, kindness, efficiency and effectiveness, meaning (doing something useful), purpose, creativity, resourcefulness, initiative, dignity, inspiration, respect, empowerment, encouragement, challenging, directions` co-operation

- they act as a foundation for all activities, relationships and decisions. We develop a sense of stewardship about everything in our lives, including time, talent, communities, relationships, our families and our physical selves. We need to use our talents for good purposes and become accountable for their use.

Principles act as the centre for an organization. They are like the hub in the wheel and the core of personal and organizational mission statements. This core of principles is the foundation and aligns shared values, structures and systems.

Practices, policies and procedures are the "what to do's", specific applications that fit specific circumstances.

If for example, you apply to the bank for a mortgage or a vehicle loans, the loans officer in her "due diligence" practice will include:

- A confirmation of the purchase price (offer to purchase)
- Confirmation of the vehicle's price
- Credit History
- Credit Bureau reports
- Confirmation of Employment

Principles are the "why to do's", the elements upon which applications or practices are built.

Values are subjective and internal. They reflect cultural influences, personal discoveries and experience. They become the "glasses" through which we view the world. We evaluate, assign priorities, and behave based on how we see the world through these glasses.

Real empowerment comes from having an alignment of principles and values with the principles and the practices understood and applied at all levels of the organization.

PERSONAL VALUES EXERCISE

PERSONAL VALUES EXERCISE

VALUES	GROUP SCORE	RANKING*
• Getting along with colleagues	56	7
• Personal Reputation	47	4
• Achievement of Organizational Goals	57	8
• Excitement	55	6
• Leisure Time	47	4
• Material Wealth	69	9
• Respect of Peers	38	3
• Contribution to Society	30	2
• Pleasing Others	80	10
• Accomplishing Personal Goals	16	1

* Participants were asked to rank these values from 1 to 10 with 1 being the most important to them personally and 10 being least important.

ORGANIZATIONAL VALUES EXERCISE

ORGANIZATIONAL VALUES	GROUP SCORE	RANKING
• Positive Image	26	5
• Continuous Innovation	21	7
• Employee Empowerment	11	13
• Risk Embracing	12	12
• Positive Confrontation/Openness	14	10
• Client Driven/Customer Sensitive	49	1
• High Performance Orientation	13	11
• Energizing Leadership	19	8
• Financial Management	19	8
• Teamwork	28	3
• Contribution to the Community	49	1
• Growth	22	6
• Stability/Security	27	4

Participants were asked to distribute 30 points across the following 13 values to reflect their opinion of their relative importance to the organization.

12. Principles and Values

Participants were asked to identify the principles and values that they felt were important to the organization. The following chart summarizes the results of this silent brainstorming exercise.

PRINCIPLES and VALUES

Respect	11
Learning	7
Empowerment	6
Dignity	5
Consideration	4
Honesty	4
Commitment	3
Community	3
Purpose	3
Self Esteem	3
Teamwork	3
Acceptance	2
Confidentiality	2
Cooperation	2
Dedication	2
Diversity	2
Encouragement	2
Fairness	2
Individual	2
Integrity	2
Meaningful	2
Motivation	2
Support	2
Valued	2
Achievement	1
Awareness	1
Communication	1
Creative	1
Energy	1
Kindness	1
Openness	1
Positive	1
Pride	1
Relevant	1
Self Protection	1
Service	1
Sincerity	1
Success	1
Synergy	1
Thoughtfulness	1
Time	1
Values	1
Worthwhile	1

13. DEVELOPING A MISSION STATEMENT

To be most effective, your mission statement should deal with four human needs:

- economic needs
- social or relationship needs
- psychological or human growth needs and
- spiritual or contribution needs.

In addition, the wording should reflect win/win relationships

- the commitment to a set of principles or values and to
- service and contribute from the community.

ACTIONS	RESULTS	PROCESS
Coordinate	Awareness	Community involvement
Create	Empowerment	Family literacy
Educate	Involvement	Lifelong learning
Empower	Independence	Partnerships
Promote	Ownership	Supporting learner development
Ensure (dignity, respect, self-esteem)	Ability to read	Value literacy
Building	Secure employment, advancement	
Raise	Potential	
Encourage	Value literacy	
Develop	Security	
Communicate	Ability to take action	
Uplift	Confidence	
Learn	Skills	
Change	Choice	
Support	More people learning	
Motivate	Safe	
Lead	Secure	
Achieve	Respect	
	Dignity	
	Comfort	
	Lack of "stigma"	

14. MISSION STATEMENT OPTIONS

Community helping people become people, all they can be through learning.

We promote the value of literacy in our community by building respect for learning and learners.

To raise awareness and understanding of literacy; to coordinate or provide diverse services to learners; to support learners and to build a safe, encouraging, and accepting atmosphere for learning.

It was agreed that the three mission statement options would be reviewed at the next Partners in Literacy meeting.

15. Environmental Scan

Participants were asked to identify the organization's strengths and weaknesses and opportunities and challenges that the organization is facing

ENVIRONMENTAL SCAN

STRENGTHS	WEAKNESSES
◆ Diversity ◆ Connect throughout community ◆ History/experience ◆ Skills ◆ Enthusiasm ◆ Leadership ◆ Communication skills ◆ Commitment ◆ Networks ◆ Partnership ◆ Influencers ◆ Resources (money)	◆ No core funding, long-term dollars ◆ Busy, time commitment ◆ Learners/consumers in the process ◆ Lack of learner events ◆ Uncommitted partners (formalized relationships) ◆ Size of the "task", long-term ◆ Understanding common issue ◆ Community buying-in ◆ Lack of understanding
OPPORTUNITY	**CHALLENGES**
◆ "Unknown" client base ◆ Create a need to learn ◆ Provide acceptance of low levels of literacy as a personal choice ◆ Dignity ◆ Streamline/reduce frustration with the "referral" dance ◆ Create a one stop/one door approach ◆ How to help others build/recognize- "assessments" as an effective tool to appropriately/match "services" ◆ literacy needs to be seen as an essential as a component of assessments/ prerequisites for programs, services and training ◆ Funders to see the value of these literacy assessments-quality assurance in program delivery ◆ Literacy need to be seen as community development ◆ literacy audits-workplace, bank, college registrar - what supports and understanding is their of literacy as a barrier to accessing services and information ◆ national statistics-what is the state of affairs of literacy in our community ◆ Dispelling the "halo" effect of literacy (stereotypes) ◆ Diversity of literacy programs and services, build new services beyond the basics ◆ Identify the barriers to full community participation that literacy presents and lever them in the community awareness campaigns	◆ Education issue/not a community issue ◆ Not seen as a "social" justice issue ◆ Division of responsibility ◆ Community development/economic development are seen as separate activities ◆ Learner fear, risk of change, "exposure" ◆ Stereotypes -labeled as less than; labeled by your disability not your ability

It was agreed that Partners in Literacy would approach the Child Poverty Action Committee to determine the ways in which the Committee was able to involve persons living in poverty in the project.

It was further agreed that N. Gale would approach the Child Poverty Action Committee to have the final report included in the Regional Library's collection.

16. Vision

Participants were asked to think about the organization five years from now when all of the resources Partners in Literacy required - funding, volunteers, programs, awareness- were available. What would this vision look like. The visual representations will be saved and returned to L. Walters.

17. Workplans

From the list of desired results of the strategic planning process, it was agreed that the workplan would be developed for the following areas using the form developed by the facilitator. It was suggested that the first entry on the workplan be the goal/objective followed by the anticipated 2000-2001 actions to achieve the goal.

FOLLOW UP ACTION

Mission Statement/vision	Colleen
Assisting Learners involvement	Deb
ACTION PLANS	
-Need analysis	Bill
-Governance-structure, job descriptions, fundraising meeting, decision-making, membership, planning, etc	Len Jim
-Volunteer recruitment	Dawna
Public Awareness	Laurie
Programs	Mary, Lil, Shelly
Partnerships	Shelly, Laurie

Premier's Summit on Economic Opportunity for the Cariboo-Chilcotin

Workshop #4: Education and Training

Comments on discussion paper and/or other issues to be considered

- Cariboo-Chilcotin is worse than most rural areas with regard to high school completion — Why?
  - drop out to go to work
  - high schools are not easily accessible — distance (boarding or bussing)
- Not just a rural issue — urban problem as well
- Changing attitude and culture is a key (i.e. searching for a job is not the only choice)
- Need to establish the social norm that going to school is good (reality-based — that the outcomes are important to youth- not just theoretical)
- Post-secondary is already required — it's not just coming, it's here, for most new employment
- Leadership is needed to make the opportunities available to youth in the Cariboo/Chilcotin given the requirement for post-secondary training
- Vocational training emphasis is lacking — a third option is needed:
  - Post secondary
  - Work
  - "3rd option"
- Teacher training to recognize abuse
- Don't need to reinvent the wheel — e.g. Head start re: changing the culture/attitude towards education and training
- Reading/math recovery program for Grade 1 is an approach — one-on-one — "preventative"
- Use local resources for building education infrastructure (lowest bid and fair wage policies are a barrier to this happening)
- Need realistic responses to rural geographical challenges:
  - make schools attractive for students
  - make further opportunities clear — where they can go after high school
- Continue to support secondary school apprenticeship and career preparation programs
- Too much bureaucratic work for teachers
- Create a positive environment for older workers and adults needing training — "life-long learning"
- Develop partnerships to meet educational and social needs in the community
  - constraints of Ministry/government policies re: building schools in the community by those living in the community
- Need to help youth to connect the dots from K-12 to post-secondary training to work
- Four lines (silos) of provincial bureaucracy in education and training

K-12 Post-secondary Skills ITAC
(Need a Cariboo snake fence to link them)

- Need to concentrate on the things that focus students on the future e.g. CAPP. Purpose is good, but kids don't buy it. Not a tool, but a chore. Connect more to the community and business.

Brainstorming Topics

(Note: Topic # beside the topics below refer to priority that was later placed on that topic)

- More creativity to provide work/career opportunities for youth (Topic #1)
- Incentives for business to hire youth locally (Topic #1)
- Develop partnerships — a dedicated resource needed (Who?) (Topic #2)
- Expand partnership model of Quesnel to the other three Cariboo-Chilcotin communities (Topic #2)
- Education and training issues for women e.g. apprenticeships, harassment training
- Support of community infrastructure around education (Topic #3)
- One-stop shopping for all learners within a learning environment (traditional and non-traditional styles together) (Topic #3)
- Strategic investments in training linked to economic development (Topic #4)
- Physical infrastructure required to carry out learning in a friendly environment (Topic #3)
- Identify gaps in funding and level the playing field (eliminate phases — moved "off line" to MAETT)
- Revisit the school system — be more creative to meet local needs
- Address literacy issues — co-ordination and augment (Topic #5) (9 votes)
- Transition of youth into the workforce (Topic #1)
- Support post-secondary education council proposal (Quesnel) (Topic #2)
- Career programs for youth to try the labour market (Topic #1)
- Linking local jobs to infrastructure development (Topic #4)
- SDD RFP process — moved "off line" to MAETT

1. Strategies for Youth (15 votes)

   a. Transition of youth in the workforce
   b. Career programs for youth to try the labour market
   c. More creativity to work/career opportunities for youth
   d. Incentives for business to hire youth locally

2. Supporting and/or creating partnerships for delivery of education and training (11 votes)

   a. Support post-secondary education council (Quesnel) proposal to
   b. Develop partnerships — a dedicated resource needed (Who?)
   c. Partnership model for all of Cariboo-Chilcotin

3. Supportive community infrastructure to promote education and training (11 votes)

   a. One-stop shopping for all learners within a learning environment
   b. Support of community infrastructure around education
   c. Physical infrastructure required to carry out learning in a friendly environment

4. Strategic education and training investments to support regional economic development (14 votes)

   a. Strategic investments in training linked to economic development
   b. Linking local jobs to infrastructure development

Action Plan Screen (to be used when developing the action plans)

Strategies to address issues of under-represented groups:

- women
- visible minorities
- disabled
- aboriginal

Action plans

Action Plan — Topic #1 — Youth strategies — Improved career preparation and training for youth

1. Develop a Career Technical Centre in the region with a proposal developed by Fall 1999 and implementation by Fall 2000. School Districts 27 and 28 responsible.

2. CAPP and Career Preparation Summit in Cariboo-Chilcotin by Fall 1999 with implementation in the Fall of 2000. School Districts 27 and 28 responsible. Honourable Paul Ramsey committed to attend.

CAPP

- employer expectations
- references (Abbotsford, Prince George, Kamloops, Nanaimo)

a) Action — Career Technical Centre > can draw from all schools

Time: Fall 1999 — proposal in the Fall of 2000
Grade 10 completion — enroll for Grades 11/12
Responsible: School Districts 27 and 28

b) Action — CAPP and Career Prep Summit for improvements

Time: Fall 1999 — revisions implemented by Fall 2000
Responsible: School Districts 27 and 28 — Honourable Paul Ramsey to attend
Include service providers: high risk component

c) Action — Expand Youth Community Action to community

Time: Fall 2000

Responsible: Honourable Andrew Petter, Honourable Paul Ramsey, Premier's Youth Office
(Expand availability for student financing)

d) Action — Access to student loans for part-time and short-term programs

Time: Fall 2000
Responsible: Provincial government

3. Expand YCA program to include employers

Time: Fall 2000 for implementation
Responsible: Honourable Paul Ramsey, Honourable Andrew Petter, Premier's Youth Office

4. Expand availability for student financing particularly for short-term and part-time training

Time: Fall 2000 for implementation
Responsible: Provincial government

Action Plan — Topic #2 — Supporting and/or creating partnerships for delivery of education and training

1. Establish councils in the four sub-regions of the Cariboo-Chilcotin (all the partners in education and training in the community)

Lead: as they emerge in each community

2. Support for further action as determined by the Quesnel "Program and Needs Study"

Lead: N.C.P.S. Council

3. Partnership coordinator in each sub-region

Lead: as they emerge in each community

Present Status

Elements of Post Secondary Councils already exist:

- Quesnel — Continued support and recognition of a Post-secondary Education Council to develop co-ordinated services with view to a joint facility
- Expressed interest in other communities for increased partnerships to improve quality of service as well as provide for economy of scale
- Carrier-Chilcotin Tribal Council support development of partnerships and accompanying facility development.

Ongoing Opportunities

- Many partnerships of an informal nature are resulting in positive outcomes (see background paper)
- Communities are looking to Partnership Model (Quesnel) as a possible vehicle for coordination (see attached)
- In Quesnel, a study is looking at increased need for programming and a realignment of facilities to provide for learning environment (campus). This would allow for the creation of a learning culture not in evidence today
- Northern Injured Workers Rehabilitation Centre would mean a reallocation of WCB resources in order that those workers could remain in the North

- In other communities, such as 100 Mile House, councils are actively addressing this issue
- Campus establishment results in increased economic development

Barriers

- Increased partnerships may result in new facilities being required; thus, capital expenditures
- Present institutions sometimes may need to have primary allegiance to their parent organization, rather than the community

Specific Action

- Opportunities for other communities to examine the concept of post-secondary education councils
- Support for further actions as determined by Quesnel's "Program and Needs Study"
- Partnership Co-ordinator available for each community to advance partnerships and congruent projects (see related goal) and measure impact on economy
- Support for campus development throughout the Cariboo is critical

Responsible Partners

- School District 28
- School District 27
- University of Northern British Columbia
- University College of the Cariboo
- College of New Caledonia
- Open Learning Agency
- Human Resources Development Canada
- Cariboo Tribal Council
- Carrier Chilcotin Tribal Council
- Tsilhqot'in National Government
- Alkali Lake Band
- High Bar Band
- Industry, Training and Apprenticeship Commission
- Community Skills Centres
- Comprehensive Youth Centre
- Grow Centre
- City of Quesnel
- City of Williams Lake
- District of 100 Mile House
- Cariboo Regional District
- Ministry of Education
- Ministry of Advanced Education, Training and Technology

Attachments

1. Backgrounder for the Premier's Summit on Economic Opportunity, Cariboo-Chilcotin

2. 1999/2000 Community Infrastructure and Economic Strategy

3. Quesnel Post-Secondary Process Development Synopsis

4. CNC Quesnel — Snapshot

5. Northern Injured Workers Rehabilitation Centre proposal

Action Plan — Topic #3 — Supportive community infrastructure to promote education and training

Improving Community Infrastructure

Establish Community Education Councils in four subregions (covered in Topic #2 Action Plan).

Proposed agenda items for the Councils:

- needs assessment for communities in Cariboo-Chilcotin
- assess existing facilities and determine improvements required
- business plan developed to bring partners together (ministries, agencies, training centres) — capital funding may be needed

All communities in the Cariboo-Chilcotin need safe, secure, welcoming facilities to provide educational services to learners.

- A Community Education Council should be established in each community

Lead: as they emerge in each community

a) Council should be as widely representative of the community as possible

b) The Community Education Council should identify the needs and potential benefits specific to the community and region served. This assessment should identify elementary/secondary/post-secondary/training needs and other educational support services

c) Following this needs assessment, the Community Education Council should assess existing facilities and determine improvements and additional infrastructure required

d) Community Education Council should develop a business plan to meet the needs identified. All potential partners such as government ministries and agencies as well as corporate/private sector sponsors should be identified and contacted

e) Capital funding may well be necessary to provide infrastructure and improvements as identified by the Community Education Council

Action Plan — Topic #4 — Strategic education and training investments to support economic development

Strategic Investments

- Providers challenged to regularly survey business and industry etc. (employers) for needs and trends in the labour market
- Government and colleges to increase capacity for education and training in value-added (see attached action plan)

A.

I. Colleges be challenged to regularly survey communities to determine current educational needs and trends of local business and industry and to develop programs to meet those needs.

II. Increase capacity of training facilities in the following areas:

1. Value-added wood manufacturing
2. Tourism — outdoor recreation, ecotourism
3. Hi-tech operations, networking, etc. (support people)
4. Other areas as needs are identified

B.

I. Linking local jobs to infrastructure development

In public capital projects, the government should require 20 per cent+ of the labour to be a training component. The contractor must partner with a local training institution to facilitate the education component.

Rationale: Local people in rural areas need training and jobs. In the acceptance of tendering, consideration should be given to the local economic situation.

- 20 per cent of labour should be a training component in capital projects
- Government should give consideration to local economic conditions in the tendering process

Action Plan — Topic #5 — Strategy to address low literacy rates

Literacy and Early Childhood Education

1. Augment and enhance L.t.B.C.

- develop and strengthen partnerships between ministries
- Health, Advanced Education, Education, Children and Families,
- Federal departments like HRDC, INAC
- develop and strengthen partnerships with the private sector
- public education: "Youth not alone" — it's O.K., there's help
- coordination of information, materials and programs

2. Augment and enhance regional co-ordination

- develop lead partnerships
- government, public institutions, industry, volunteer groups, etc.
- provide training, interests and program ideas to partners
- bring partners and clients together, employers in one-on-one tutoring
- deliver and encourage co-ordinated but diverse delivery

3. Early Childhood Education

- with parental involvement

Sources: Education, Advanced Education, Health, industry, Social Services, Children and Families, etc. (Education impacts all — all could contribute)

General Statement — CAPP conference in the Fall of 2000, Career Technical Centre, financing for part-time learners

#1 Strategy for Youth

#2 Supporting and/or creating partnerships for delivery of education and training

#3 Developing supportive community infrastructure to promote education and training

#4 Strategic education and training investments to support regional economic development

#5 Strategy to address low literacy rates

(two-page document from Bruce Mack inserted here)

LITERACY paper from Bruce Mack

The Problem:

- One quarter of the adult population has a "great difficulty" reading. They can't read warnings or instructions, can't fill out forms. How do we train or re-train these people? How do we even reach them? (At least most of this group, at Level 1, are aware they have a problem, but many try to hide it, few know where to go for help, and there is very little help available in any case);
- Another one quarter read, but not well. They can only deal with fairly simple material, clearly laid out. (Many at this level don't recognize their limitations);

- The Cariboo has one of the lowest levels of education in B.C.;
- The prevalent literacy problems severely limit the employability and trainability of our labour force and reduce the attractiveness of this region to investors, for that reason; short-term, project based funding is inefficient and largely ineffective, with no continuity or follow-up. Material is developed, but not used; programs are designed but not implemented. Too much time is wasted fund-raising rather than spent delivering programs; and,
- Literacy problems tend to be passed on from one generation to the next and they contribute to numerous health and other social problems.

The Opportunity:

- Literacy B.C. is already in place, well established
- Service clubs have offered financial assistance
- There is a considerable amount of good, but unconsolidated, poorly recorded and largely inaccessible resource material that has been developed
- Volunteer groups have a cadre of enthusiastic but untrained tutors, waiting to be called upon
- Most regions have some limited "literacy co-ordination", underfunded and overly constrained

The Proposal:

Addressing literacy problems requires a long-term commitment.

A modest budget increase for regional co-ordination would mean a substantial investment in human resource development. As a long-term commitment, it will:

- Allow for continuity and progression, not for discrete, unrelated and unco-ordinated projects
- Support an efficient use of centralized resources (at Literacy B.C.) for:
  - a collection and sharing of resource materials
  - a clearing-house of information on programs (what is available, what works, etc.)
  - support for regional co-ordinators, financially and professionally
  - acting as a catalyst for community literacy partnerships
  - providing province-wide public education to reduce the stigma of "illiteracy" and direct people (including employers) to appropriate programs

1998-99 Funding

MCETT NLS

B.C. $100,000
Canada $100,000

This is the total government contribution to Literacy B.C. operating costs.

On an annual, project basis the funding for regional co-ordination is $32,000 to Literacy B.C. and $157,500 to the nine regions ($17,500 each).

For 1999-2000 Canada will not contribute to regional co-ordination.

RECOMMENDATION:

BC increase its funding for regional co-ordination to $300,000 per year for a 10-year period. (We need our co-ordinators to be co-ordinating literacy activities, not organizing bake sales.)

Back to Table of Contents

Send comments and question about this site to: Webmaster
Visit the Ministry of Employment and Investment Web site at: www.ei.gov.bc.ca

Top of Page

This page last updated: August 31, 1999

CARIBOO ECONOMIC ACTION FORUM

BRITISH COLUMBIA

Bill Mack's Notes

LITERACY

The Problem:

- One quarter of the adult population have a "great difficulty" reading. They can't read warnings or instructions, can't fill out forms. How do we train or re-train these people? How do we even reach them? (At least most of this group, at Level 1, are aware they have a problem, but many try to hide it, few know where to go for help, and there is very little help available in any case);
- Another one quarter read, but not well. They can only deal with fairly simple material, clearly laid out. (Many at this level don't recognize their limitations);
- The Cariboo has one of the lowest levels of education in B.C.;
- The prevalent literacy problems severely limit the employability and trainability of our labour force and reduce the attractiveness of this region to investors, for that reason;
- The Federal government has both reduced its funding and restricted its use;
- Short-term, project based funding is inefficient and largely ineffective, with no continuity or follow-up. Material is developed, but not used; programs are designed but not implemented. Too much time is wasted fund-raising rather than spent delivering programs;
- Literacy problems tend to be passed on from one generation to the next and they contribute to numerous health and other social problems.

The Opportunity :

- Literacy B.C. is already in place, well established;
- Service clubs have offered financial assistance;
- There is a considerable amount of good, but unconsolidated poorly recorded and largely inaccessible, resource material that has been developed;
- Volunteer groups have a cadre of enthusiastic but untrained tutors, waiting to be called upon;
- Most regions have some limited 'literacy co-ordination', under funded and overly constrained.

The Proposal :

Addressing literacy problems requires a long-term commitment.

A modest budget increase for Regional Co-ordination would mean a substantial investment in human resource development. As a long-term commitment, it will:

- Allow for continuity and progression, not for discrete, unrelated and unco-ordinated projects.
- Support an efficient use of centralized resources (at Literacy B.C.) For:
  - a collection and sharing of resource materials
  - a clearing-house of information on programs (what is available, what works, etc.)
  - support for regional co-ordinators, financially and professionally
  - acting as catalyst for community literacy partnerships
  - providing province-wide public education to reduce the stigma of "illiteracy" and direct people (including employers) to appropriate programs

1998-99 Funding

BC	-$100,000
Canada	-$100,000

This is the total Government contribution to Literacy BC operating costs.

On an annual, project basis the funding for Regional Co-ordination is $32,000 to Literacy BC and $157,500 to the 9 Regions ($17,500 each).

For 1999-2000 Canada will not contribute to Regional Co-ordination.

RECOMMENDATION:

BC increase its funding for Regional Co-ordination to $300,000 per year for a 10 year period. (We need our co-ordinators to be co-ordinating literacy activities, not organizing bake sales).

JR/ F41.

LiteracyBC

November 4, 1999

Len Bosch
Williams Lake Rotary Club
Box 4057
Williams Lake, B.C.
V2G 2V2

Dear Mr. Bosch,

Further to your letter of October 28, 1999, we have directed your donation of $5016 to the Partner Assisted Learning Community Services in Williams Lake (see attached).

A tax receipt in the amount of $5016 is attached for your records.

Yours truly,

Linda R. Mitchell

Linda R. Mitchell
Executive Director

601-510 West Hastings Street, Vancouver BC V6B 1L8 Telephone: (604) **684-0624** Facsimile: (604) **684-8520**
Toll free in BC: **1-800-663-1293** e-mail: literacy_bc@douglas.bc.ca Internet: www.nald.ca/lbc.htm

Federal Charities Number: 12846-0334-RR0001

LiteracyBC

November 4, 1999

Mary Madden
PAL Coordinator
301 - 383 Oliver Street
Williams Lake, B.C.
V2G 1M4

Dear Mary,

As requested by the Williams Lake Rotary Club, I am pleased to enclose a cheque for $5016. I understand that these funds are to be used to support the Partner Assisted Learning Community Service in Williams Lake.

Best of luck with your project!

Yours truly,

Linda R. Mitchell

Linda R. Mitchell
Executive Director

cc: Len Bosch
Williams Lake Rotary

601-510 West Hastings Street, Vancouver BC V6B 1L8 Telephone: (604) **684-0624** Facsimile: (604) **684-8520**
Toll free in BC: **1-800-663-1293** e-mail: literacy_bc@douglas.bc.ca Internet: www.nald.ca/lbc.htm
Federal Charities Number: 12846-0334-RR0001

October 28,1999

Jean Rasmussen
Literacy B.C.
601-510 West Hastings Street
Vancouver, B.C.
V6B 1L8

Dear Jean,

Enclosed please find a donation of $5016.00 to Literacy B.C. from the Williams Lake Rotary Club. It is understood that the total amount of the donation is to be directed to the Partner Assisted Learning community service in Williams Lake.

Please forward a cheque payable to Partner Assisted Learning and send it to:

Mary Madden
PAL Coordinator
301-383 Oliver Street
Williams Lake, B.C.
V2G 1M4

Thank you for your assistance in this matter.

Sincerely,

W. McDonald for.
Len Bosch,
Williams Lake Rotary Club

RECEIVED NOV - 1 1999

APPENDIX 2

LiteracyBC

January 13, 2000

Leona Gadsby
P.O. Box 580
Invermere, B.C.
V0A 1K0

Dear Leona,

Further to your request for support for your January 14 - 16 East/West Kootenay Alliance for Family Literacy meeting, enclosed is a cheque for $3,038. This allocation is to cover travel, accommodation and meal expenses for the participants.

Following your meeting, please provide us with a written report and financial report including all receipts.

This is a very exciting initiative you and Jennifer are undertaking. Best of luck with developing your plans for the future.

Yours truly,

Jean Rasmusen
Projects Coordinator

601-510 West Hastings Street, Vancouver BC V6B 1L8 Telephone: (604) **684-0624** Facsimile: (604) **684-8520**
Toll free in BC: **1-800-663-1293** e-mail: literacy_bc@douglas.bc.ca Internet: www.nald.ca/lbc.htm
Federal Charities Number: 12846-0334-RR0001

Application for Funds

East West Kootenay Alliance for Family Literacy

Name of Applicant and Contact Persons:
East West Kootenay Alliance for Family Literacy

Leona Gadsby, Regional Literacy Coordinator, East Kootenay
Box 580, Invermere, B.C. V0A 1K0

Jennifer Cliff-Marks, Regional Literacy Coordinator, West Kootenay
Box 923, Nakusp, B.C. V0G 1R0

Need for the Activity:

Communities in the East and West Kootenays of British Columbia have formed networks to deliver family literacy programs. The final stage of an alliance between the networks in the two regions requires a meeting and facilitator to finalize the mission statement, scope of the alliance and operating principles.

Advisory committees have been formed in each major community of the two regions; planning for family literacy projects and pilot projects have taken place. The advisory committees see the benefit of the collaborative effort to develop programs and ensure that limited resources are used wisely within the regions. There would be further benefit in the two regions working together to share resources, ideas, and work. The will and intent to form an alliance exists, indeed, it is already in place informally. A meeting of all the family literacy coordinators representing the whole of both regions and their respective advisory committees would enable us to cement the alliance. This alliance will especially helpful when approaching funders such as the Columbia Basin Trust.

The regional literacy coordinators who have facilitated the networking process to date are unfamiliar with the formative processes for establishing the alliance. They are also integrally involved in literacy development and delivery within their regions. It is, therefore, essential to have an objective and knowledgeable facilitator to assist and lead the discussion.

Objectives:

- To determine the scope and mission statement of the alliance
- To establish the philosophy upon which the alliance will operate
- To establish the operating structure and principles

Description of Activity

The East-West meeting, including the community of Valemount, will occur on January 14, 15 and 16, 2000 in Creston B.C. All of the participants will stay at the Downtowner which is also where the meeting will be held. There will be 20 participants from both regions.

Schedule:

Friday, January 14 12:00 - 5:00
Discussion led by Gavin Perryman - purpose of alliance, what has already occurred, what we like about how the network works now, what needs to change, beginning discussion about philosophy and mission statement

Saturday, January 15, 9:00 - 4:00
Discussion led by Gavin - development of mission statement, guidelines about the operating principles, decision making structure of alliance

Sunday, January 16, 9:00 - 12:00
Buffet breakfast meeting - family literacy coordinators share information about what is happening in each of their communities

Budget:

Facilitator's fee	$1500
+ 7% GST	$ 105
Travel for Facilitator	$ 400
Accommodation for Facilitator	$ 100
Travel for Participants (20 People from across both regions)	$ 500
Accommodation for Participants	$ 500
Meals (for 21 people, two breakfasts, two suppers and two lunches)	$1638
Meeting Room Rental	$ 300
Total Cost	**$5043**

All participants will donate their time to attend this meeting.

Final Report for Columbia Basin Alliance for Literacy Meeting January 14 and 15, 2000

History:

Three years ago, literacy practitioners and community members decided to implement family literacy programs in the East and West Kootenays. Since funding for literacy/fundamental programs has always been limited, there was some concern about sustaining more literacy delivery. It was decided that the best chance for maintaining programming lay with involving communities as much as possible. Under the leadership of the Regional Literacy Coordinators, advisory committees were formed in each of the major communities, planning and implementation times varied from region to region, but by 1999, all of the communities were running family literacy programs. The advisory committees pull people from the communities together to decide about what is needed in terms of programming and to assist in finding the funding to maintain the programs. Each advisory committee hires a coordinator and the advisory committees have a regional network through the coordinators.

Early in 1999, the East Kootenay family literacy coordinators met with those in the West Kootenays and formed a loose alliance between the two regions. The East Kootenay Region contains the headwaters of the Columbia River. The river runs north to Valemount and then turns and goes south through the West Kootenay and into the United States. Some years ago, the government of B.C. sold water rights for the river to the U.S. and built dams on the river. The selling of the river was not a politically popular decision. The B.C. government gave several million dollars in a trust to the people of the communities affected by the river. The Columbia Basin Trust is now an organization which invests the trust money and is now able to spend the interest on programs as directed by the people of the Basin (the communities of the river basin).

The CBT is still in the process of evolving. However, it will soon be able to give out money for social sector programs. The literacy programs of the Columbia Basin see that there may be a good opportunity to seek funding through the CBT. The best way to do this appears to be as an alliance. The CBT looks most favourably on funding that applies to the whole basin.

Since networks in the East and West Kootenay were already well-established and a loose alliance had already been formed, the next step needed to be the formalization of the alliance and the inclusion of Valemount and Revelstoke which are basin communities but are not part of the Kootenay regions.

The Alliance Meeting:

The Regional Literacy Coordinators of the East and West Kootenays had been talking with Gavin Parryman over a period of about a year and a half. Gavin is a process

consultant and has had some contact with the CBT. The coordinators invited him to assist in the formalization of the alliance.

He met with 17 adult and family literacy practitioners on January 14 and 15 in Creston. All the participants and Gavin stayed at The Downtowner Motel which turned out to be a perfect venue for the discussions. The meeting took place from 1:00 - 5:00 on Friday and from 9:00 until 4:00 on Saturday. Those participants who could not drive home on Saturday continued to meet until 6:00 to discuss a possible upcoming proposal to the CBT.

Participants decided that they wished to form an alliance for literacy programs in general and not just family literacy. In that way, the community advisory committees could look at a range of literacy programs and could apply for funding for those as the opportunity arises.

All of the participants were very happy with the results of the two days. Gavin is a gifted facilitator and was able to bring out the needs of all the participants, reflect on what everyone had to say, and give advice as needed. Rather than feeling drained after two days, everyone felt energized, renewed, and able to see a future. People gained a greater understanding of community development and the embedding of literacy programs and felt more empowered to develop and facilitate their advisory committees.

Enclosed are some of the results of the Alliance Meeting.

Thank you for providing us with the funds to make the alliance meeting occur. The communities involved are isolated and it is always expensive to bring everyone together. We believe that we have a far better chance to secure funding through the Trust as a result of forming the alliance and practitioners feel less isolated, more unified and part of a greater purpose.

Leona Gadsby
Jennifer Cliff-Marks

Columbia Basin Alliance for Literacy **Draft**

History

Individual literacy programs existed in the East and West Kootenays, Valemount, and Revelstoke each having its own history and structure.

Regional literacy coordination was implemented in 1994 through an adult literacy cost-shared project with Literacy BC. Regional literacy coordination was an attempt to bring together and support literacy programs in nine regions of the province. In 1997 the National Literacy Secretariat and the Ministry of Advanced Education, Training and Technology offered special project funding for family literacy. The East Kootenays applied for and received funds to plan family literacy programs in five communities. The West Kootenays did likewise in 1998 for six communities

The regional literacy coordinators from the East and West Kootenays shared funding to support a joint regional professional development event in January 1999. The networking was beneficial to all involved, and an alliance was formed between the two regions.

Columbia Basin Trust presented a unique opportunity for funding for literacy groups in the Basin, so the group researched avenues to apply for CBT funding. The regional literacy coordinators made a presentation to the CBT Board of Directors in December 1999. The RLC's were invited to make a follow-up presentation to the CBT Education Sector Spending Committee who had proposed to fund barriers to participation in family literacy programs. Guidelines were developed by this sector to give preference to a basin-wide alliance of family literacy programs. Valemount and Revelstoke were invited to join the alliance. A Basin wide meeting of literacy (mainly family literacy) practitioners met in January 2000 to discuss the possibility of forming an alliance.

Mandate

In the spirit of commitment to community literacy needs, the Alliance provides a leadership role in strengthening and creating literacy programs, partnerships and profiles across the Columbia Basin.

Principles

We believe in:

- Providing the opportunity for all community members to be included.
- Being proactively responsive to local needs.
- Networking and cooperating with interested individuals, groups and programs.
- Fostering and building partnerships that support literacy.
- Fostering a supportive and creative atmosphere throughout the Alliance.
- Maintaining a flat organizational structure.

- Increasing the profile of literacy across the Basin through a unified voice.
- Incorporating an inclusive understanding of literacy, including family literacy, adult literacy, and workplace literacy.
- Using literacy as part of community capacity building, building on community strengths.
- Maintaining a learner focused approach (good outcomes for learners as judged by learners) in the planning, delivery and evaluating of the programs.

Vision

The Columbia Basin Alliance for Literacy is an alliance of communities dedicated to literacy in the Columbia Basin. Our vision is to promote, develop, and enhance literacy through fully accessible programs and services.

Our goals are

- To combine various community strengths for the promotion of improved literacy
- To create public awareness that literacy is an essential part of the quality of life of all citizens in all communities
- To build recognition of the dynamic and crucial service in our communities
- To reach out to the less visible, more isolated people in our communities.
- To build ongoing funding for literacy across the Basin - ton consider a foundation for literacy
- To provide a model of community based literacy delivery within a regional alliance.

Building Community Capacity

The Columbia Basin Alliance for Literacy builds each community's capacity for literacy development through its advisory committees.

The Advisory Committees are:
Inclusive; not just open, but actively encouraging participation from any person or group with literacy needs or interests.

The Role of the Advisory Committee is:
- Constantly identify, evaluate, assess, reassess the literacy need of the community.
- Develop a plan; thinking big regardless of funding realities.
- Implement the plan through diverse delivery options.
- Initiate new programs responding to changing needs, ensuring programs have a home.
- Assisting existing programs

Structure

The Columbia Basin Alliance for Literacy is made up of advisory committees from 14 communities in the Columbia Basin. Each community has an advisory committee that represents stakeholders and meets community literacy needs.

Administration will be done by the Cranbrook Boys and Girls Club and Project Literacy West Kootenay.

Communication will be done primarily by First Class.
Advisory committee meetings will be held in each community.
Quarterly regional meetings will be held.
One annual meeting of the Alliance will be held.

Monday, December 13, 1999 9:42:39 AM
Message

From: Leona Gadsby

Subject: funding for fam lit

To: Jean Rasmussen

Hi Jean, Copied here is a very rough proposal for the funding that you and I have discussed from NLS about research and family literacy. I know that this is not right yet but I am uncertain about where else to go with it. So give me your feedback and I will keep working on it. Leona

Research, Family Literacy and Community Development Request for Funding

Summary: In Canada little or no research has been done on the long term effects of family literacy programs. Community family literacy programs often operate with little funding; as a result, they are sometimes shortlived. There are various models of family literacy delivery dependent on the needs of the community and the available funding. Recent research confirms that the events of early childhood play an enormous impact on the rest of people's lives. There is considerable discussion about what forms early intervention programs should take. Though it seems clear that early intervention is important and that preschool programs of all kinds have value, we do not clearly understand the long term effects of family literacy programs on the parents, child or community. In order to make the case for appropriate and ongoing funding for family literacy programs, it is necessary to know what the long term impact of these programs is.

Background: In the East Kootenay Region of British Columbia, family literacy programs operate in all 6 major communities in the region and outreach to a number of smaller communities. Advisory committees are formed in each community and are comprised of a wide ranging membership of interested partners. The advisory committees plan and implement family literacy programs which are responding to the needs of the individual communities and are, therefore, different in each community. The network of advisory committees is called The East Kootenay Council for Family Literacy.

The Proposal: The advisory committees in the East Kootenay would like to examine more closely the effects of family literacy programs over the long term both on the family and the community.

Some of the impacts that a family literacy program has on both the family and the community that can only be observed over a period of years are:

The changes that take place within the family in order to encourage literacy development.
-The development of parenting skills
-The development of parental literacy skills
-The impact of new literacy skills on parental ability to be employable and move away from poverty
The effects of early intervention on the academic performance and social skills of children once they enter school.
The development of a "reading community" - the community sense that literacy skills are important and should be encouraged.
The ability of the community to work in collaboration to increase the literacy abilities of all of its citizens.

The East Kootenay Council for Family Literacy would like to hire a researcher to guide us in documenting the above impacts over a period of 5 years. Of course, in order to do that, the family literacy programs would need to receive stable funding so that they can work most effectively. Without the programs, there would be nothing to observe and document.

Budget

Cost of researcher for 1 year period	20 000
Cost of programs in 6 major communities for one year	180 000
Total Cost for 1 year	**200 000**
Total Cost 5 years	**1 000 000**

APPENDIX 3

COLLEGE OF NEW CALEDONIA

FACSIMILE COVER LETTER

TO: LIT BC

DATE Sept. 29

FAX # 604-684-8520

ATTN: JEAN RASMUSSEN

FROM PAT HANKI

FAX # 250-561-5816

PHONE # 250-562-2131

LOCAL 201

Hi Jean,

Here are some of the items you asked for. (I'll keep hunting for Budget!)

Thanks for the great ideas. They really help.

Pat.

IF YOU HAVE ANY DIFFICULTY IN THE RECEIPT OF ANY PART OF THIS TRANSMISSION PLEASE PHONE (604) 562-2131

APPENDIX 4

Regional Literacy Coordinator
Malaspina/North Island College Region

Job Description

The Regional Literacy Coordinator will be responsible for carrying out responsibilities as outlined below:

1. Strengthen and support the work done by literacy practitioners, learners, and programs in the region.

2. Coordinate a minimum of two professional development training events for literacy practitioners, volunteer tutor program coordinators, tutors, and/or learners.

3. Provide consultation, information, and support to literacy/ABE practitioners, volunteer tutor program coordinators, tutors, learners, community organizations, and groups interested in developing literacy programs.

4. Continue to contact government and community agencies regarding policies and legislation that affect access to literacy training and identify emerging issues in the literacy field.

5. Promote the use of established regional literacy resource collections.

6. Continue to network electronically with other regional coordinators and others in the field.

7. Continue to participate in the provincial regional coordinators network for professional development, support, and information sharing and planning by attending a minimum of one provincial regional coordinator meetings in Vancouver.

8. Evaluate the effectiveness of the project by the use of one or more of the following: questionnaires, anecdotal comments, focus groups, and/or reflection on monthly reports.

9. Preparation and distribution of monthly activity reports to CALLS, Literacy BC and Malaspina University College.

REGIONAL LITERACY COORDINATOR
MALASPINA/NORTH ISLAND COLLEGE REGION

A Regional literacy Coordinator is required to provide the ongoing consultation; resources and support to Literacy and ABE practitioners, volunteer tutor program coordinators and learners in the region bounded by Duncan to Port Hardy and Powell River. The candidate should live within the region he/she will represent, should be familiar with Cost shared funding from Federal and Provincial Governments, have experience in developing community relationships and have knowledge and ability with Internet, e-mail, and electronic conferencing.
In approximately 300 hours from October to May the coordinator would provide professional development and training to practitioners, develop networks and advocate for literacy.

The ideal candidate would have Education, training and minimum 2 years recent experience in Adult Literacy/ABE.
Contact: Executive Director, CALLS, Adult Learning Centre, 917 Fitzgerald Ave, Courtenay, BC V9N 2R6, Phone (250) 338-9906, Fax (250) 338-9974, e-mail calls@island.net. Competition closes

MALSPINA/NORTH ISLAND REGION
REGIONAL LITERACY COORDINATOR INTERVIEW

April 5, 2000

QUESTIONS:

1. What is your experience working with adults? Please give examples of the program/s or service/s. What were your duties/responsibilities? How many years?

2. A) What experience do you have in planning, organizing, publicizing, facilitating, coordination, and evaluating professional development workshops and/or training for literacy/ABE practitioners, volunteer tutor coordinators, and/or tutors? Please describe.

3. A major part of this position is to provide ongoing consultation, information and resources to the literacy/ABE field in your regional – to be familiar and up-to-date with the latest developments in the literacy field in BC, Canada and to some extent internationally. Would you be able to provide the above support? Please explain

4. Do you have experience in developing community partnerships? Please give examples.

5. What experience to you have in program/project development/administration? Please give examples.

6. Do you have experience writing proposals for funding? Are you familiar with the CSP applications and grants?

7. You will be expected to participate on-line in an electronic conference for the Regional Literacy Coordinators across the province. Are you familiar with the FirstClass conferencing software or a similar type of networking system? Are you computer literate?

8. Good communication skills are essential in this position. Give examples of what this means to you.

9. What are your strengths in terms of working with people?

10. What areas could/would you like to develop?

11. A) What is your understanding of the major issues and challenges for literacy and literacy learners, in the region.

B) How do you see your role as RLC addressing these issues?

12. What is your vision for RLC in this Region?

News from Literacy BC

Update on Regional Coordination...

Christina Patterson, Regional Literacy Coordinator for Malaspina and North Island regions stepped down from her position March 2000 for personal reasons.

Literacy BC would like to take this opportunity to thank **Christina** for her dedication and exemplary work in the literacy field in B.C. Christina has made a tremendous difference in the lives of the students, practitioners, volunteers and others who have had the good fortune of calling her a friend, colleague, and mentor. The important contribution you made, Christina, as Regional Literacy Coordinator is invaluable to us, and to everyone with whom you have come in contact. Your friends here at Literacy BC, and on Vancouver Island, are deeply grateful. Best wishes for the journey ahead.

Goodbye and thank-you to Linda Cooney

Linda Cooney has left her position as Community Liaison for the Adult Literacy Cost-shared Program at the Ministry of Advanced Education, Training and Technology (MAETT).

Audrey Thomas, Education Officer, Developmental Programs at MAETT, says Linda has been a valuable and stabilizing influence for the cost-shared program through much change within the Ministry.

She has been a very valuable colleague and her services will be missed.

We would like to extend *a hearty welcome to* ***Judy Brooks,*** *the new Regional Literacy Coordinator for Malaspina and North Island. Judy is the Volunteer and Family Literacy Coordinator for C.A.L.L.S., the community literacy group serving Courtney/Comox.*

Judy has more than 20 years experience in literacy-related fields and comes to us with extensive knowledge and ideas for literacy development in her region. Great to have you with us Judy.

You can contact Judy at:

C.A.L.L.S. Adult Learning Centre

917 Fitzgerald Avenue

Courtenay, BC V9N 2R6

Phone: (250) 338-9906

Fax: (250) 338-9974

Email: brooksj@island.net

Dear Jean

Thank you so very much for your participation in the interviews for the Regional Literacy Coordinator.

I am looking forward to Judy's involvement + energy.

Thanks for your insights!

Maria-Lynn

Your kindness will always
be remembered as
we count our many blessings.

I may not see you before I leave for Calgary - I missed out on a last hug - so here is a long distance one
all the best Jean Mxx

Literacy Workshop

Date & Time: Friday, October 22, 1999 -- 9:00 a.m. to 4:00 p.m.
Place: Malaspina University-College in Nanaimo
Building 162, Room 101

Shape of the Day:
8:30 - 9:00 Coffee

9:00 - 12:00 **Never Fail Writing Method -- Kate Nonesuch**

Kate will present a method of teaching writing which she uses at all ABE levels. The method emphasizes modeling and teaching an analysis of the characteristics of good writing (paying attention to the intended audience, clarity, organization, effective and affective details, etc.) while focusing on what individual students do well, and using student writing as models of good style.

12:00 - 1:00 Lunch

Workshop participants will be free to do what they want for lunch. There is a cafeteria at the college which serves excellent, affordable food or you can bring your own lunch and eat it in the workshop classroom.

1:00 - 4:00 **Physical Learning -- Christina Patterson**

Christina will present a program set-up to move learners around the room in purposeful, personal, physical actions so the learner is taught to develop daily physical patterns. Once these independent physical patterns have become part of a learner's classroom experience, other physical activities are introduced. Workshop participants will have opportunities to experience and witness other physical activities that can be used with language instruction.

To register please call: Christine Norris
Volunteer Tutor Co-ordinator
Nanaimo Literacy

Phone: 250-754-8988
Fax: 250-754-8114
e-mail: norris@mala.bc.ca

This workshop is supported by:

Literacy BC, Malaspina University-College, CALLS
Ministry of Advanced Education Training and Technology
National Literacy Secretariat

Feedback From The Literacy Workshop
Literacy Nanaimo, October 22, 1999

What physical activities could you offer your students in the set-up of your program?

- students having own file and work plan
- create activities combining the co-operation and teambuilding components with physical activities and language actions (read, write, talk and listen)
- be responsible for their tools
- take charge of their journal and dictionary
- I don't know what to do with this until I actually begin tutoring
- my learner seems to enjoy the workbook activities and the coffee breaks
- I like the idea of file folders as a means of communication
- I'd use egg cartons to do fractions. All math manipulatives will help me. Games for both reading and math. Making learning more fun.
- Walk around the new quarters of Lit. Nanaimo to orient myself as well as the learner. Use a variety of tools.
- Increased use of whiteboard, blackboard etc.
- Increased use of computer
- Try drawing a picture as it is described
- Go for a walk, look at flowers or whatever, discuss and draw when you get back to class.
- Flash cards or other objects
- Walking and observing -- then writing or drawing in our time together and discussing what has been happening when we are not (together). How a person (learner & tutor) used what we did together.
- File Folders -- student and teacher
- pictures
- field trips
- games
- cards
- music
- Learn what interests the learner. Ask the learner what materials are of interest to them. Ask the learner to bring some materials that relate to his/her interests. Set up a file with dates/time/work and set short term goals.

What physical activities could you try in conjunction with reading, writing, talking and listening?

- outings
- process provides opportunities for instructors and learners to observe, assess and evaluate physical behaviour of the learner as an individual, an interactive person and group member.
- Draw a picture of their story
- Act out a description
- Ask the learner to bring in photos or such like to represent the story they would write
- I would like to try an assessment of the physical properties of our new location in November, as it will be different. We would both benefit from finding out together where things are located.
- Go for a walk, come back and write/share a description of what you saw and heard. Student could read own work.
- The shapes drawing activity
- Go outside and observe and report
- Increase participation of learner
- Get a two-way flow of ideas for instruction and information etc.
- Have learner read the first sentence of a story and decide if he wants to read the book.
- Comfortable position and some tools. Learning to adjust when right ones are not available. Making cards.
- Reading things that student brings. Writing personal stories and reading them. Describing something and get student to draw and visa versa. Going to library, grocery story, bus depot etc. depending on interests.
- Duet reading with tutor pointing to the words. Learner writes side by side with tutor. Have eye contact with the learner.

What surprised you about the "Never Fail Writing Method"?

- Complete avoidance to negative reaction even when reviewing work
- The wide variety of means of affirming the student
- Dramatically changed my attitude on the expectation of proper English
- I was surprised to hear that positive commenting "alone" works. I have read about positive commenting before, but only theoretically. I also had this feeling that it would have to be complemented with "corrective commenting". Kate helped reassure the theory that I've read about.

- I know that negative criticism is soul destroying but with my own child I keep forgetting to pick the positive. Thanks for the reminder again!
- The persistence in ignoring mistakes. However the specific direction of praise of the times a learner does a certain thing correctly (which needs work) makes sense, and answers that.
- Look for items for which one can compliment the work of the learner
- The fact that the learners good efforts were concentrated on ignoring errors or mistakes.
- How hard it was to criticize in a positive manner.
- The amount of things to find to point out what's good. Thank you both. I found this very interesting and will try to use the information with my learners and elsewhere.
- Not correcting things right away. Letting corrections fall into place.
- Positive reinforcement (i.e.: concentrating on the positive) encouraged the learner to open themselves up on writing. Their writing improved in what appeared to be a short period of time.

THANKS FOR RESPONDING TO THE QUESTIONNAIRE.
CAN WE IMPROVE THE WORKSHOP? TELL US ON THE BACK.
Any suggestions for improving any part of the workshop?

- I found co-ordinators very motivating. I feel pumped to get started. It was great!!!
- Well done and very informative. Lots of practical things to think about to be successful as tutors.
- Another workshop. I was impressed by information given.
- I enjoyed the workshop very much and think the ladies do a great job.
- I enjoyed all the workshop. Would love to learn more about physical activities.
- Could use more emphasis on tutoring adult (30-50 yr. old) who read at Grade 2-3 level
- Means to provide motivation for persons to be able to read.
- I enjoyed the afternoon workshop -- sorry I missed the morning session. I learned new ideas for adding variety to our learning sessions.
- Not really. I found the workshop was smoothly organized and presented in a fashion that I stayed alert and pretty much retained the gist of the material. I think I'm better armed for the task before me.

- Maybe incorporate a short student activity into the "Never Fail" Writing Seminar. The activity in the "physical workshop" was a pleasant change of pace.
- I think that it was very stimulating and useful. Although I easily criticize today I do not see the need for improvement but I always remember variety is the spice of life.
- OK -- need more time to process for appropriate response

Workshop Co-ordinator:

Christina Patterson
Regional Literacy Co-ordinator
Malaspina University-College
222 Cowichan Way
Duncan, B.C. V9L 6P4
Phone: 1-250-746-3565
Fax: 1-250-746-3563

LiteracyBC

July 11, 2000

Christina Patterson
6912 Flett Road
Duncan, B.C.
V9L 5W6

Dear Christina:

I am writing to let you know that everyone at Literacy BC joins me in extending to you our best wishes, thoughts and prayers.

I also want to thank you for everything you have done for Literacy BC, and as Regional Literacy Coordinator on Vancouver Island.

Your work has made such a tremendous difference to the students, practitioners, volunteers and others who have benefited from having you as a friend, colleague, and mentor. The important contribution you have made as our Regional Coordinator is invaluable to us, and to everyone in the literacy field with whom you have come in contact. Your friends here at Literacy BC, and on Vancouver Island, are deeply grateful.

Christina, our thoughts and wishes are with you.

Sincerely,

Jean Rasmussen
Projects Manager
Literacy BC

Nancy

Best wishes,
Linda

All the best
Marj

Hi Christina!
Sandy

601-510 West Hastings Street, Vancouver BC V6B 1L8 Telephone: (604) **684-0624** Facsimile: (604) **684-8520**
Toll free in BC: **1-800-663-1293** e-mail: literacy_bc@douglas.bc.ca Internet: www.nald.ca/lbc.htm
Federal Charities Number: 12846-0334-RR0001

APPENDIX 5

NORTHERN LIGHTS COLLEGE

March 27, 2000

Chetwynd
Dawson Creek
Fort Nelson
Fort St. John
Hudson's Hope
Stikine
Tumbler Ridge

Jean Rasmussen
Projects Manager
Literacy BC
601 – 510 West Hastings
Vancouver, BC V6B 1L8

Dear Jean:

Re: Request for Special Funding

Attached please find the Northern Lights College region's request for a region-wide conference on fund-raising for literacy projects.

As Regional Literacy Coordinator, I have witnessed a strong desire throughout our region to expand on the literacy work currently being done. One of the largest factors hampering our success, however, has been inadequate funding. An opportunity to receive information on fund-raising with corporations, as well as the opportunity for our region's practitioners to meet face-to-face, would be highly beneficial. I believe we have the regional support necessary to take full advantage of such an opportunity.

Your consideration of this request is greatly appreciated. If you have any questions or concerns in regards to this application, please do not hesitate to give me a call.

Sincerely,

Donna Kane

Donna Kane
Regional Literacy Coordinator

Serving Northern British Columbia

REGIONAL ADMINISTRATION
11401–8th Street
Dawson Creek, B.C.
Canada V1G 4G2
Telephone (604) 782-5251
FAX (604) 782-5233

REGIONAL LITERACY COORDINATOR
NORTHERN LIGHTS COLLEGE
11401 - 8TH STREET
DAWSON CREEK, BC V1G 4G2

Jean Rasmussen, Projects Coordinator
Literacy BC
Suite 601 – 510 West Hastings Street
Vancouver, BC V6B 1L8
Phone: 1-800-663-1293
Fax: (604) 684-8520

Request for Special Funding

Contact Person: Donna Kane, Regional Literacy Coordinator

Northern Lights College Region
Northern Lights College
11401 – 8th Street
Dawson Creek, BC V1G 4G2

Phone: (250) 784-7613
Fax: (250) 782-5233
Email: dkane@nlc.bc.ca

Submitted by:

Suzanne Hale, Lower Post Literacy Coordinator
Lower Post, BC
(250) 779-3161

Donna Kane, Regional Literacy Coordinator
Northern Lights College
Dawson Creek, BC
(250) 784-7613

Merlin Nichols, Program Director for Literacy
Northern Lights College
Chetwynd, BC
(250) 788-2248

Alan Tremayne, First Nations Education Coordinator
Northern Lights College
Dawson Creek, BC
(250) 784-7528

Tom Weegar, Campus Principal
Northern Lights College
Fort Nelson, BC
(250) 774-2741

Activity for which Funding is being Requested:

Regional Literacy Conference

Need for Activity:

Over the past year, representatives from across our region have been participating in ongoing teleconferences in order to improve communication within the region and to address literacy issues relevant to all areas. One of the main topics of discussion has been alternative funding for proposed and existing literacy projects. Potential resources in the Northern Lights College Region have been identified. In the past year, Westcoast Energy and Pacific Natural Gas have made donations to literacy projects in Dawson Creek and Fort St. John, and Louisiana Pacific, a wafer-board plant in Dawson Creek, has expressed support in principal of work-place literacy initiatives. This Regional Literacy group would like to expand their relationship with these and other businesses and corporations in the Northern Lights College region.

A region-wide conference facilitated by someone knowledgeable in the area of fund-raising with corporations as well as someone who can help us with strategic planning and the development of a regional learning alliance is seen as a valuable way to get this started. The Regional Literacy group would like to see the conference include one representative from each of the following areas:

- Atlin
- Dease Lake
- Fort Nelson
- Fort St. John
- Dawson Creek
- Hudson's Hope/Chetwynd/Tumbler Ridge
- Regional Literacy Coordinator

The Regional Literacy group would like to see these representatives meet in a central location, i.e. Fort Nelson. They would like to use this conference to begin working together at a regional level to pursue potential fund-raising with corporations as well as begin discussion on strategic planning and regional alliance building. Jean Rasmussen of Literacy BC has recommended Judy Angel as a possible facilitator for this conference.

Objectives of Conference:

Under the support and direction of a facilitator such as Judy Angel, representatives from our region would meet in person to address the issue of fund-raising with corporations and to begin discussion on strategic planning and the building of a regional learning alliance. The outcome of the fund-raising component would be to identify potential donors and to develop a long-term plan for fund-raising. An information-sharing session would be scheduled for one afternoon and invitations to attend would be extended to local representatives of corporations and businesses as well as to community groups and organizations involved in the areas of health, family, and education.

Proposed Budget

Items	Details	Total Cost (including in-kind contributions)	Amount Requested from Literacy BC
Transportation for regional representatives to Fort Nelson	Dease Lake - $886.40 Atlin - $900 Fort Nelson - $0 Chetwynd - $384.00 Dawson Creek - $313.60 Fort St. John - $259.20 Regional Literacy Coordinator - $313.60 Facilitator: Judy Angel - $1000	$4,056.80	$1,000.00
Accommodation	2 nights accommodation for 7 people ($80/night/person)	$1,120.00	$ 160.00
Meals	2 days for 8 people ($40/day/person)	$ 640.00	$ 80.00
Facilitator's Fee	Judy Angel ($750/day)	$1,500.00	$1,500.00
Meeting Site	Northern Lights College	$ 200.00	$0
Total Costs		**$7,516.80**	**$2,740.00**
Contributions in kind	**Northern Lights College**	**$4,776.80**	
Literacy BC Amount Requested			**$2,740.00**
TOTAL COST			**$7,516.80**

Phone: (250) 784-7613
Fax: (250) 782-5233

Northern Lights College

Fax

To:	Jean Rasmussen	**From:**	Donna Kane
Fax:	604 (250) 684-8520	**Date:**	May 16, 2000
Phone:	1-800-663-1293	**Pages:**	1 of 4
Re:	Revised Request for Special Funding	**CC:**	[Click here and type name]

☐ **Urgent** ☐ **For Review** ☐ **Please Comment** ☐ **Please Reply** ☐ **Please Recycle**

•Comments: Hi Jean, here is our revised proposal for funding from Literacy BC's Special Initiative grants.

Donna

APPENDIX 6

FUND RAISING FUNDAMENTALS by Judi Angel, FAHP
Sponsored by Literacy B.C.

EVALUATION

Please respond to each question by circling your response. Your written comments are helpful. Please be as specific as possible.

1. The course content was extremely useful and relevant to my needs.
   Strongly agree 1 (2) 3 4 5 Strongly disagree
   relevant

2. The instructor showed good knowledge of the subject.
   Strongly agree 1 (2) 3 4 5 Strongly disagree

3. The course objectives were explained clearly.
   Strongly agree 1 (2) 3 4 5 Strongly disagree
   very clear objectives

4. The material was presented in a clear and easy to follow manner.
   Strongly agree 1 (2) 3 4 5 Strongly disagree

(Please turn over)

5. The time allocation of the program was adequate for me.
Strongly agree (1) 2 3 4 5 Strongly disagree

6. The course handouts are useful reference material for me.
Strongly agree (1) 2 3 4 5 Strongly disagree
handouts are always very useful as reference materials. Thank you.

7. The room was comfortable and adequate for the purpose.
Strongly agree 1 (2) 3 4 5 Strongly disagree

8. I would like to attend more seminars like this.
Strongly agree 1 2 3 (4) 5 Strongly disagree

Please provide specific suggestions of topics you'd like to have covered

9. Any other comments Fundraising - a constant challenge for not for profit organizations. We can always use more information and discussion about being more effective at it. Thank you!

FUND RAISING FUNDAMENTALS by Judi Angel, FAHP
Sponsored by Literacy B.C.

EVALUATION

Please respond to each question by circling your response. Your written comments are helpful. Please be as specific as possible.

1. The course content was extremely useful and relevant to my needs.
Strongly agree 1 (2) 3 4 5 Strongly disagree

For sure the afternoon was.
I had to miss the morning.

2. The instructor showed good knowledge of the subject.
Strongly agree (1) 2 3 4 5 Strongly disagree

Judy is knowledgeable, adaptable,
and down-to-earth

3. The course objectives were explained clearly.
Strongly agree 1 (2) 3 4 5 Strongly disagree

4. The material was presented in a clear and easy to follow manner.
Strongly agree (1) 2 3 4 5 Strongly disagree

Manual is great.

(Please turn over)

5. The time allocation of the program was adequate for me.
Strongly agree 1 2 3 (4) 5 Strongly disagree

Timing wrong for my job. Probably needed more time on some topics.

6. The course handouts are useful reference material for me.
Strongly agree (1) 2 3 4 5 Strongly disagree

7. The room was comfortable and adequate for the purpose.
Strongly agree 1 2 (3) 4 5 Strongly disagree

Adequate but certainly not comfortable.

8. I would like to attend more seminars like this.
Strongly agree (1) 2 3 4 5 Strongly disagree

Please provide specific suggestions of topics you'd like to have covered

Identifying potential donors.
Cultivating ideas & techniques

9. Any other comments Enjoyed the afternoon

FUND RAISING FUNDAMENTALS by Judi Angel, FAHP
Sponsored by Literacy B.C.

EVALUATION

Please respond to each question by circling your response. Your written comments are helpful. Please be as specific as possible.

1. The course content was extremely useful and relevant to my needs.
Strongly agree (1) 2 3 4 5 Strongly disagree

This is exactly what I needed to hear.

2. The instructor showed good knowledge of the subject.
Strongly agree (1) 2 3 4 5 Strongly disagree

Very well versed in all aspects of fundraising

3. The course objectives were explained clearly.
Strongly agree (1) 2 3 4 5 Strongly disagree

Very clear.

4. The material was presented in a clear and easy to follow manner.
Strongly agree (1) 2 3 4 5 Strongly disagree

Nice linear approach - each idea builds the "bigger picture"

(Please turn over)

5. The time allocation of the program was adequate for me.
Strongly agree 1 2 3 4 5 Strongly disagree

It was too short - we should have planned for the full 2 days

6. The course handouts are useful reference material for me.
Strongly agree (1) 2 3 4 5 Strongly disagree

Excellent Binder!

7. The room was comfortable and adequate for the purpose.
Strongly agree 1 2 3 4 5 Strongly disagree

FINE

8. I would like to attend more seminars like this.
Strongly agree (1) 2 3 4 5 Strongly disagree

Please provide specific suggestions of topics you'd like to have covered

The next step - writing it out, timelines etc. Establishing a Regional strategy.

9. Any other comments

Thank you for coming + meeting with us.

FUND RAISING FUNDAMENTALS by Judi Angel, FAHP
Sponsored by Literacy B.C.

EVALUATION

Please respond to each question by circling your response. Your written comments are helpful. Please be as specific as possible.

1. The course content was extremely useful and relevant to my needs.
   Strongly agree 1 (2) 3 4 5 Strongly disagree

   _____

   _____

2. The instructor showed good knowledge of the subject.
   Strongly agree (1) 2 3 4 5 Strongly disagree

   _____

   _____

3. The course objectives were explained clearly.
   Strongly agree (1) 2 3 4 5 Strongly disagree

   _____

   _____

4. The material was presented in a clear and easy to follow manner.
   Strongly agree (1) 2 3 4 5 Strongly disagree

   _____

   _____

(Please turn over)

5. The time allocation of the program was adequate for me.
Strongly agree 1 (2) 3 4 5 Strongly disagree

6. The course handouts are useful reference material for me.
Strongly agree (1) 2 3 4 5 Strongly disagree

7. The room was comfortable and adequate for the purpose.
Strongly agree 1 (2) 3 4 5 Strongly disagree

8. I would like to attend more seminars like this.
Strongly agree 1 (2) 3 4 5 Strongly disagree

Please provide specific suggestions of topics you'd like to have covered

9. Any other comments

- Very organized & lots of energy
- seemed passionate about her topic

FUND RAISING FUNDAMENTALS by Judi Angel, FAHP
Sponsored by Literacy B.C.

EVALUATION

Please respond to each question by circling your response. Your written comments are helpful. Please be as specific as possible.

1. The course content was extremely useful and relevant to my needs.
Strongly agree 1 (2) 3 4 5 Strongly disagree

_____

_____

2. The instructor showed good knowledge of the subject.
Strongly agree 1 (2) 3 4 5 Strongly disagree

_____

_____

3. The course objectives were explained clearly.
Strongly agree 1 (2) 3 4 5 Strongly disagree

_____

_____

4. The material was presented in a clear and easy to follow manner.
Strongly agree 1 (2) 3 4 5 Strongly disagree

_____

_____

(Please turn over)

5. The time allocation of the program was adequate for me.
Strongly agree 1 (2) 3 (4) 5 Strongly disagree

6. The course handouts are useful reference material for me.
Strongly agree (1) 2 3 4 (5) Strongly disagree

7. The room was comfortable and adequate for the purpose.
Strongly agree 1 (2) 3 (4) 5 Strongly disagree

8. I would like to attend more seminars like this.
Strongly agree 1 (2) 3 (4) 5 Strongly disagree

Please provide specific suggestions of topics you'd like to have covered

9. Any other comments The ideas presented were thought provoking.

FUND RAISING FUNDAMENTALS by Judi Angel, FAHP
Sponsored by Literacy B.C.

EVALUATION

Please respond to each question by circling your response. Your written comments are helpful. Please be as specific as possible.

1. The course content was extremely useful and relevant to my needs.
   Strongly agree (1) 2 3 4 5 Strongly disagree

2. The instructor showed good knowledge of the subject.
   Strongly agree (1) 2 3 4 5 Strongly disagree

   Very impressed with the gentle, natural and simple way the instructor presented the material

3. The course objectives were explained clearly.
   Strongly agree (1) 2 3 4 5 Strongly disagree

4. The material was presented in a clear and easy to follow manner.
   Strongly agree (1) 2 3 4 5 Strongly disagree

(Please turn over)

5. The time allocation of the program was adequate for me.
Strongly agree (1) 2 3 4 5 Strongly disagree

6. The course handouts are useful reference material for me.
Strongly agree (1) 2 3 4 5 Strongly disagree

7. The room was comfortable and adequate for the purpose.
Strongly agree (1) 2 3 4 5 Strongly disagree

8. I would like to attend more seminars like this.
Strongly agree 1 2 (3) 4 5 Strongly disagree

Please provide specific suggestions of topics you'd like to have covered

9. Any other comments Judi → I thoroughly enjoyed this workshop. I felt the information was valid and in layman's terms. I enjoyed your gentle approach in your presentation.

Warm Regards, Hannah

FUND RAISING FUNDAMENTALS by Judi Angel, FAHP
Sponsored by Literacy B.C.

EVALUATION

Please respond to each question by circling your response. Your written comments are helpful. Please be as specific as possible.

1. The course content was extremely useful and relevant to my needs.
Strongly agree 1 2 3 4 5 Strongly disagree
– "reinforced" past knowledge plus added new info

2. The instructor showed good knowledge of the subject.
Strongly agree (1) 2 3 4 5 Strongly disagree

3. The course objectives were explained clearly.
Strongly agree (1) 2 3 4 5 Strongly disagree

4. The material was presented in a clear and easy to follow manner.
Strongly agree (1) 2 3 4 5 Strongly disagree
– liked the simplicity of guide/materials.

(Please turn over)

5. The time allocation of the program was adequate for me.
Strongly agree (1) 2 3 4 5 Strongly disagree

6. The course handouts are useful reference material for me.
Strongly agree (1) 2 3 4 5 Strongly disagree

7. The room was comfortable and adequate for the purpose.
Strongly agree (1) 2 3 4 5 Strongly disagree

8. I would like to attend more seminars like this.
Strongly agree 1 2 3 4 5 Strongly disagree

Please provide specific suggestions of topics you'd like to have covered

2

9. Any other comments would very much like to do follow up in 6 months → 1 year to see how and what everyone else's found successful; to remind me when I've had certain + the + -ve results from diver efforts.

APPENDIX 7

imPRiNTS

The Newsletter of Literacy BC

New Board for Literacy BC

Literacy BC held its annual general meeting Friday October 1 in Vancouver. Guests included past and present members, practitioners, donors and contributors, and other friends. Our special guest speaker was Dr. Kathryn Barker, President of FuturEd. (see story on page two). After the meeting, guests mingled at a reception and looked over a display of new resources.

The Literacy BC Board for 1999-2000

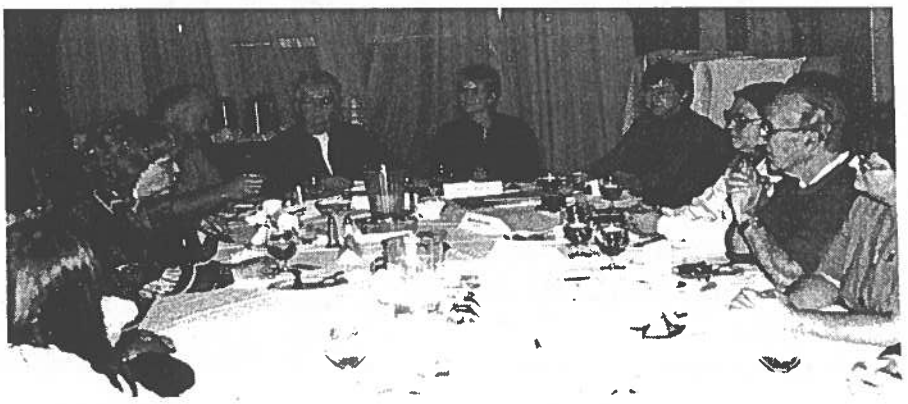
Officers

President - **Paul Gallagher** (Capilano)
Vice-President - **Vicki Austad** (Lower Mainland)
Secretary - **Vicki Grieve** (Fraser Valley)
Treasurer - **Gloria Olafson** (New Caledonia)
Learner Representative - **Ellen Szita** (Camosun)

Directors

Betty Carter (Member-at-large)
Jennifer Cliff-Marks (Selkirk)
Wayne Cunningham (Cariboo)
Betty Knight (East Kootenay)
David Moddle (Malaspina)
Kate Nesbitt (Northwest)
Catherine Reynolds (North Island)
Bonnie Sloat (Member-at-large)
Donna Stewart (Okanagan)
Alan Tremayne (Northern Lights)

Continued on page three...



The new board of Literacy BC.

IN THIS ISSUE:

...Literacy BC Workplan
...Canada Post Literacy Award Winners
...Walk for Literacy
...Focus on Seniors

Attention: Students and Literacy Workers

You are invited to have a Learner Event. Any group of adult literacy learners may apply.

Learner Events give students a chance to plan events to talk about issues they think are important and experiences that they have in common. The Learner Events can also be used to let other people know about the problems that many adults have with reading and writing and tell them about the programs that can help them.

Learner Events are planned, organized and held by learners. The role of instructors is to provide help, but not to make the decisions or do most of the work.

Learner Events can be workshops, plays, conferences, open houses, or many other things. In the past, learners have used the Events to do things like make videos, hold meetings, have talent shows, find out about careers, or go on field trips. Some events have been small with 10 to 15 students. Some have been very large with over 200 students and people from the community.

- At least half of your planning committee must be students.
- Your event must be held between February and the end of May, 2000.

The deadline for applications is November 26, 1999.

Jennifer Cliff-Marks, Literacy BC Regional Literacy Coordinator for the Selkirk Region is the new coordinator of Learners Talking to Learners.

Applications for Learner Events have been distributed across the province, and if you did not receive one and would like to hold a Learner Event, contact:

Jennifer Cliff-Marks
Learners Talking to Learners
c/o Box 923
Nakusp, B.C. V0G 1R0
Phone: (250) 265-4193
Fax: (250) 265-4195
E-mail: jcliff-marks@thehub.capcollege.bc.ca

Attention all literacy and ABE program coordinators

*This fall we will be surveying the field in B.C. in order to update our **Directory of Literacy and Adult Basic Education Programs**. The Directory is an important source of information for the Literacy BC provincial information and referral service. The comprehensive survey will also be a useful research tool by providing a picture of program delivery in B.C. and will form part of a national database on NALD (The National Adult Literacy Database).*

We rely on you to keep us informed of important changes in your program content or contact people so we are better able to serve the potential learners and volunteers who call us.

If you have any questions about the survey, please contact: Sandy Middleton at Literacy BC, (604) 684-0624, toll-free 1-800-663-1293, e-mail literacy_bc@douglas.bc.ca.

Thank you in advance for your help!

APPENDIX 8

Revised May 2000

REGIONAL LITERACY COORDINATORS

CAPILANO REGION

Lynda Sampson
Mount Currie Foundations Program
Box 232
Mount Currie, B.C.
V0N 2K0

Home: (604) 894-9479
Work: (604) 894-2300
Fax: (604) 894-6841 (attention: Lynda Sampson)
Email: foundationsmc@whistlerweb.com

Michelle Lebeau
P.O. Box 1844
Squamish, B.C.
V0N 3G0
Courier address
38874 Britiannia Avenue
Squamish, B.C. V0N 3G0

Home: (604) 892-9095
Work: (604) 892-5322
Fax: (604) 892-9274
Email: mlebeau@thehub.capcollege.bc.ca

CARIBOO REGION

Shelly Joyner
Box 16
Lac La Hache, B.C.
V0K 1T0

Phone/Fax: (250) 396-7747
Email: secondnature@bcinternet.net
sjoyner@thehub.capcollege.bc.ca

EAST KOOTENAY REGION

Leona Gadsby
P.O. Box 580
Invermere, B.C.
V0A 1K0
Courier address (college):
1535 - 14th Street,
Invermere V0K 1K4

Home: (250) 342-8681
Work: (250) 342-3210
Fax: (250) 342-9221
Email: lgadsby@thehub.capcollege.bc.ca

NEW CALEDONIA REGION

Pat Hanki
College of New Caledonia
3330-22nd Avenue
Prince George, B.C.,
V2N 1P8

Home: (250) 964-6827
Work: (250) 562-2131
Fax: (250) 561-5816
Email: phanki@thehub.capcollege.bc.ca

NORTH ISLAND/MALASPINA REGIONS

Judy Brooks
Adult Learning Centre
917 Fitzgerald Avenue
Courtenay, B.C.
V9N 2R6

Work: (250) 338-9906
Fax: (250) 338-9974
Email:brooksj@island.net
jbrooks@thehub.capcollege.bc.ca

NORTHERN LIGHTS REGION

Donna Kane
Northern Lights College
Dawson Creek Campus
11401 - 8th Street
Dawson Creek, B.C.
V1G 4G2

Home: (250) 843-7061
Work: (250) 784-7613
Fax: (250) 782-5233
Email: dkane@thehub.capcollege.bc.ca

NORTHWEST REGION

Dee McRae
c/o Northwest Community College
Houston Link to Learning
3221 - 14th Avenue
Houston, B.C. V0J 1Z0

NWCC: (250) 845-7266
Fax: (250) 845-3521
Email: dmacrae@thehub.capcollege.bc.ca

OKANAGAN REGION

Nancy Noble-Hearle
Okanagan University College
583 Duncan Avenue
Penticton, B.C.
V2A 8E1

Work: (250) 492-4305 Ext. 3227
Fax: (250) 490-3950
nnoblehearle@thehub.capcollege.bc.ca

SELKIRK REGION

Jennifer Cliff-Marks
601 - 9th Avenue NW
Nakusp, B.C.
V0G 1R0
Mailing address
Box 923
Nakusp, B.C. V0G 1R0

Home: (250) 265-4193
Home fax: (250) 265-4195
jcliff-marks@thehub.capcollege.bc.ca

APPENDIX 9

Wednesday, May 17, 2000 7:53:01 AM

Regional Coordinators

From: Jean Rasmussen

Subject: CSP $$$

To: Regional Coordinators

Hello again,
When you are thanking Audrey for the increase in RLC $$$$ you might want to send a message to Yvette Souque as well - $5,000 of the increase came from the NLS. She can be reached at souque@fox.nstn.ca. Audrey can be reached via the hub - just type in Audrey Thomas.
Have a great day
Jean

Thursday, June 08, 2000 9:20:44 AM
Regional Coordinators

From: Jean Rasmussen

Subject: Re: Evaluations

To: Regional Coordinators

Donna Kane writes:
Hi, I'm getting ready to do an evaluation of my project which will be completed by literacy practitioners in my region. If anyone has an evaluation form that they already use and like, I would love a copy of it.

Thanks, Donna
Hi Donna and Leona
It depends on what you are trying to evaluate...in the back of the RLC Stepping Out Report is an evaluation form that looks at the role of RLC and the project ...you might want to start with this and build other questions into the mix....I started working on an evaluation form for the entire project...not just regional....I'll have a look at what I did and if useful will post here in the conference
Jean

Wednesday, October 06, 1999 10:01:45 AM
Regional Coordinators

From: Jean Rasmussen

Subject: Investing in Our Kids

To: Family Literacy
Regional Coordinators

Hi Everyone

ROGERS TV will be airing "INVESTING IN OUR KIDS: THE BEST INVESTMENT WE CAN MAKE", the Policy Forum presented by The Vancouver Board of Trade

featuring:
LOIS HOLLSTEDT, YWCA Chief Executive Officer
DR. CLYDE HERTZMAN, Associate Director of the Centre for Health Services and Policy Research at UBC
DAVE PARK, Chief Economist, Vancouver Board of Trade

The panel provides insights into the research underlying the importance of early childhood development and the economic analysis which shows that investing in our children is good public policy.

Look for it on Rogers TV on October 10th at 9:00 am. - On the Community Channel for the Lower Mainland only. I am negotiating with Rogers and Shaw Cable (which services the rest of the province) to air this program at a later date. If you miss the above broadcast, not to worry we are purchasing a copy that will be sent to us after the Oct. 10th airing.

I attended this Forum and have the Vancouver Board of Trade report and slides, and Clyde's notes which I will be including in a mail-out this week. Very interesting stuff!!

Jean

Monday, November 08, 1999 12:04:09 PM
Regional Coordinators

From: Jean Rasmussen

Subject: Re(4): PossibleMeetingAgenda

To: Regional Coordinators

Christina Patterson writes:
Thanks Jennifer. I am interested in that kind of story-telling but I am also specifically interested in story-telling like oral history or teachings of the elders. The kind of story-telling that is not written in any books anywhere.

I assume the Mother Goose can be done with a trained person. I want to know if we can set up a schedule of the elders from the Cowichan Tribe coming to a Family Literacy Program on a regular basis to talk about the old teachings. Christina
Christina you might want to connect with Janet Scott, family literacy coordinator at the Cowichan Adult Learning Centre re their new family literacy program. She is very interested in getting the local first nations groups on board. Your idea sounds great and maybe you could use the centre as a place to hold the talks. It would be a wonderful way of supporting the centre, and the elders and getting the message out. And, it's in your neighbourhood. Janet can be reached at 250 746-0032
Jean

Thursday, June 15, 2000 10:03:16 AM

Message
From: Jean Rasmussen
Subject: Fall Meeting
To: Regional Coordinators

Hi Folks,
Just a heads up about Literacy BCs Fall Provincial Conference....the dates are Thursday November 29 to Saturday Dec 1st.....I thought it would make sense to hold our RLC meeting just prior to the conference... that way most of the costs would be covered by Literacy BC. If everyone came in on Tuesday November 28 afternoon/evening..we could conduct our business all day Wednesday and Thursday until noon....the Conference officially begins around 3pm on Thursday...and ends Saturday at noon...those that need to stay over Saturday night to get the deal can, and everyone else will be finished by 12pm when the conference ends.....
Nancy Noble-Hearle is wondering if the RLCs would be interested in Meyers Briggs as a pro-d fro the meeting ...Nancy will explain in detail what it is, for those who are not familiar with this, and sugest ways this type of analysis can be useful when working with learners
That's all for now
Jean
PS
It would be helpful for those who do not already read the postings in our Family Literacy Conference to do so and pass any relevant info on to the people in your regions....when I read the HISTORY of who is reading the messages in this conference it's usually approx 15...not enough...I know that two of you have private conferences for family literacy in your regions...would it be helpful if I automatically forward postings to your conferences (obivously not the trivial stuff)??
Thanks Jean

Monday, November 22, 1999 4:36:58 PM
Regional Coordinators

From: Jean Rasmussen

Subject: Youth Community Action Hours

To: Regional Coordinators

YCA hours for grabs.....we have approx. 600 hours left over. MAETT has changed the finish dates from June 30th to March 31st 2000 so.....if you need them let me know asap. Also, the YCA program will be in operation for another year!!!! Yeh.....We can apply for hours for April 1, 2000 that will go until March 31, 2001.

APPENDIX 10

LiteracyBC

Regional Literacy Coordinators
November 19-21 1999 Meeting
Downtown Executive Inn
1379 Howe Street
Vancouver
Portofino B

Agenda

Friday November 19
1 - 2:30 pm
Literacy BC Updates:
Linda Mitchell, Executive Director
Stacey Huget, Workforce Literacy Coordinator
Sandy Middleton, Information and Communications Coordinator

2:30 -5 pm
"An Afternoon with Audrey Thomas"
Regional Literacy Coordination Project
Items for Discussion:

- Future directions
- Reporting (how to simplify the process, discuss/agree on what needs to be included or not, etc)
- Contracts
- Job Descriptions
- The role/responsibility of partners
- Partnership agreement - do we need to revise it?
- Consistency in Salaries - how are they determined?
- ABE Transition Project Update

5 pm - Meeting adjourned

Saturday November 20
8:30 to 12:30
Provincial Family Literacy Development Update
Jean Rasmussen
Regional Round-up
Regional Literacy Coordinators reporting

Lunch - 12:30 – 1pm

1 – 2pm
Presentations by:

- BC Association for Family Resource Programs
  Marianne Drew-Pennington
- Movement for Canadian Literacy (MCL)/Canadian Association for Family Resource Programs National Literacy Project
  Lee Weinstein

2 - 5pm
Structure of Intellect (SOI)
Paul Lamarre, Ph.D.
Stargate Educational Services

Sunday November 21
8:30 – 11am
Literacy BC: Future Directions
A discussion - What actions and/or impacts do the RLCs want Literacy BC to achieve?
Gavin Perryman
Linda Mitchell

Special Initiatives Fund
Gavin Perryman
Linda Mitchell

11 - 12noon
Housekeeping/Wrap-up……Lunch

12pm Meeting Adjourned

GUEST LIST

Executive Inn Downtown Vancouver
November 18-21, 1999
Regional Literacy Coordinators Meeting

Thursday, November 18, 1999
Jennifer Cliff-Marks
Needs a room with two double beds
Non-smoking

Leona Gadsby
Non-smoking

Nancy Noble Hearle
Non-smoking

Audrey Thomas (Thursday and Friday nite only)
Non-smoking

November 19 & 20, 1999
Pat Hanki
Needs a room with two double beds
Non-smoking

Leona Gadsby
Non-smoking

Shelly Joyner
Non-smoking
Needs a room with two double beds

Nancy Noble Hearle
Non-smoking

Lynda Sampson
Non-smoking

Michelle Lebeau
Non-smoking
Needs a room with two double beds
Would like a Jacuzzi

Jean Rasmussen
Non-smoking

Christina Patterson
Smoking

Donna Kane
Non-smoking
Would like a room with a view of the water

Dee McRae
Non-smoking

Jennifer Cliff-Marks
Non-smoking

MINUTES
Literacy BC Regional Coordinators Meeting
November 19 - 21, 1999
Downtown Executive Inn, 1379 Howe Street, Vancouver, B.C.
Notes by Nancy Richardson

In attendance:
Shelly Joyner (Cariboo)
Pat Hanki (New Caledonia)
Donna Kane (Northern Lights)
Jennifer Cliff-Marks (Selkirk)
Dee McRae (Northwest)
Leona Gadsby (East Kootenay)
Michelle Lebeau (Capilano)
Christina Patterson (Malaspina/North Island)
Nancy Noble-Hearle (Okanagan)
Audrey Thomas, MAETT
Literacy BC: Jean Rasmussen, Linda Mitchell, Sandy Middleton and Nancy Richardson

Welcome and introductions -- Jean:
- Stacey was not present at the meeting due to illness. Regional literacy coordinators can make contact with her directly on-line.
- Reviewed the weekend agenda -- the presentation by Marianne Drew-Pennington on Saturday was cancelled; packages of information will be sent out instead. Lee Weinstein replaced Marianne and talked about his Youth to Youth Peer Tutoring program

(Please see Appendix **10** for description)

The meeting began with **Literacy BC Updates: Reports from Project Managers**
Sandy Middleton
Outlined areas of her work:
- **Longitudinal Report** - "It Guided Me Back to Learning." -- Literacy BC may produce a brochure to encapsulate highlights from this study
- ABC CANADA's national tracking study used the report as a benchmark
- 50-60 names were collected across Canada last winter - forthcoming study on recruitment and retention to be published in early 2000
- Sandy did a lot of reading and research -- can share this with others if interested
- (Note: Pat Hanki expressed interest in contacting Sandy re: her research

Non-participation study

- Sandy is also involved in this with ABC CANADA -- two phases
- Qualitative interviews are completed -- Sandy searched out interviewees at literacy centres/programs in B.C.
- Study will be published in the Spring

SSHRC (Social Science and Humanities Research Council) Grant
Literacy BC is partnering with (SFU)

Pending project: **Simon Fraser University (SFU) / Seniors** Research. Linda and Sandy have met once re: this project

Action research project

- Sandy outlined background of the project- "a wonderful project that involves six women -- who now need to sustain their connection."
- The group met last week for the second time for a training session with Marina Niks
- The women are passionate about research and learning
- Sandy suggested to the coordinators present that if they come across any of the "team" to offer their support
- The plan is for each team member to go back to their community and think about what they will do in their communities
- "Team-building" is a big part of this project
- Will open a private conference on First Class -- a "developmental" process -- still deciding how to proceed
- "Marina makes the project "fun, interactive and non-threatening."

Other: The Hub" was upgraded First Class over the summer -- there are several ways to install (download from the Web, and discs are also available from Sandy). In response to questions from some of the coordinators, Sandy will post on-line how to do this.
Note: Audrey asked Sandy to highlight some new features of the First Class upgrade: Spell-check ; Can group messages in a different way (summarize); the "Help" function is improved; Sandy will post "how to get rid of the red flags."

<u>Group discussion about First Class:</u>

- Leona suggested a central Regional Literacy Coordinators conference area for the regions to communicate with each other
- More learner accounts (generic) can be made available to RC's
- Jennifer asked if "generic accounts" could be made for each of her (regional) centres -- at least two persons (local coordinators) are really interested - Yes, this is possible.
- Michelle questioned the efficiency (redundancy) of creating too many conference areas
- Sandy explained the group could decide amongst themselves how to arrange
- Offered to circulate the document called, "Together Online" about working on-line

- Suggested possibility of developing a "how-to" course on-line in January -- some can share what works with others
- Shelley asked if First Class can be accessed from a web browser -- Yes, this is possible.

Literacy BC Resource Library

- There have been changes in the "Resources" conference area on-line -- "The Book Line" is now being monitored by May Chan, Literacy BC part-time librarian.- Sandy encouraged the coordinators to ask for resources
- The Union Catalogue is coming -- will be in the "Resources" area - Sandy will post information on this when it's ready
- Program survey data to be collected in February, 2000.

Update From Executive Director, Linda Mitchell

Linda provided a brief run-down on the ongoing eight workforce literacy initiatives. Information on the other projects can be sent by request to anyone interested.
Sketch of Workforce activity (from Linda):

- Alliance-building -- ITAC -- Employability Skills
- Public awareness
- Business Incentive (breakfast series, etc)
- B.C. Federation of Labour project -- The "L" word campaign
- Practitioner. Development and Accredited Curriculum - more information available in First Class
  - Networking session planned for January 2000
- PLA (Kathryn Barker)
- National initiative -- Canadian Council of Municipal Administrators -- pilot project in the tri-cities area
- The Racing Commission (new contact) re: groomers and walkers
- Dockworkers/Longshoremen

Executive Director's Report:

- Brought the coordinators' attention to the current (*Imprints*) re Literacy BC Workplan on influencing public policy -- important that all have received and read this
- We are investigating now the "devolution" of federal training dollars to the provinces
- Concerned about access and barriers -- what Literacy BC takes seriously
- Each of you are key to the process of "where we've been and where we're going." "Your input really matters" -- there will be an opportunity on Sunday in the meeting with Gavin Perryman to present your ideas/concerns
- Update from Decima Opinion Poll in 1993 -- to gauge the public's level of concern with literacy -- Now there is a follow-up, press release just out -- [cited some stats]
- These results will help ABC Canada shape its public awareness campaign
- Press release will be copied for Coordinators

2:30 - 5:00 p.m.
"An Afternoon with Audrey Thomas"

- Audrey is looking forward to regional literacy coordinators one-page written reports
- invited coordinators to speak to their individual regional issues
- MAETT needs/suggests RC's provide (questions on) funding direction for the Regional Coordination Project
- gave brief overview of activity at Ministry over the last few months. Last December, they lost some staff -- 3 or 4 people - down from 14 or 15 - now back up to about 14 Audrey can provide a list of "who's who" now
- "ABE takes more time, attention -- less time for literacy -- more issues in ABE (devolution, etc)" still lacks support staff -- Ministry now smaller
- "Skills for Employment" program -- skills training for EI recipients -- a $5 million program
    - short term -- programs must be over by March 31`
    - these proposals (with ABE component) go to Audrey
    - all part of "devolution" idea -- to make training available to EI recipients through colleges
- ABE Transitions Project Update:
    - Jean Cockell and Doug Moss were secondments to the project (over now)
    - Of the four main objectives, good progress has been made on three or four, i.e. the Common Credential was announced last May -- this is the transition year. The new diplomas are now available -- the College of the Rockies is the first to produce a graduate under the new credential
    - Audrey meets next month (Dec) - to iron out details with university people
    - ABE AccountabilityFramework/Program -- a joint framework for ABE being used by both S.D.'s and colleges piloted in College of the Rockies, Camosun
    - A joint (colleges and S.D.'s) ABE outcomes study is planned for Spring, 2000 Hopefully will produce some comparisons ("CECE" will undertake this)
    - an outcomes survey for K-12 (posted on web?) was done -- sampled 1400 people -- good result -- produced rich data

Regional Planning

Colleges/S.D.'s have been notified by letter (sent to College Presidents, cc to Deans & Directors) that:

1. MAETT wants regional reports in by March 31st -- in terms of level of cooperation -- in ABE -- for example, local articulation agreements
2. Small grants of $10,000 are available for each college region. Colleges and S.D.'s can jointly apply for this money -- there are two deadline dates, end March, end April
    - Some suggestions for using the funds:
        - Professional development
        - Program Quality Framework
        - Local issue research - could contract for a discussion paper on the issue. The idea is to make ABE more seamless for students (what are barriers, who does what best). How best for colleges/S.D.'s to work together

(Note: Ministry of Education has seven regional coordinators (i.e. S.D.'s = 7 regions) There was a brief discussion here on the awareness or recognition by the colleges/ Deans and Directors of the Regional Coordinators -- who they are/what they represent. Audrey offered to provide them with a current contact list of the Coordinators (consensus this was necessary)

Discussion on Reporting (how to simplify the process, discuss/agree on what needs to be included or not, etc)

- Program Delivery -- there is a standardized form for this
- Project Reporting -- the NLS sends this out ("Guide to Writing Your Final Report")
- Final Reports
    - With projects with a product (video, etc), send the product with a cover letter and financial statements
    - Crucial -- if no product -- to send documentation

<u>Group Discussion on Regional Reports</u>
Audrey asked RC's "what would make sense:"

- **Dee**: reviews her objectives, and answers how these were met. Finds she gets the same results by approaching it through "outcomes"
- **Jennifer**: her objectives are a little "abstract" -- she needs to cite more "activity." She writes a monthly activity report
- **Linda:** the book, "50-50 Management" might be helpful. Jean could send some around.
- **Leona:** finds it hard to maintain monthly reporting. Her reporting style is more "chatty" and includes reflections on what's been done
- **Christina:** her reporting doesn't really reflect what she's doing (the others concurred)
- **Audrey:** maybe start with your objectives, reiterate these (what worked what didn't), add a summary of activity, and use appendices -- of materials sent out, local publicity -- and add anything on the impact of the program in the community. Those that report monthly to their college can collect and submit these (with cover letter). **To summarize: reporting style can reflect the regions.**
- Jennifer suggested she would like to see a "joint report" (like hers) from all the RC's together -- "schmucking it all together would show the outcomes of all the regions."
- **Jean:** asked if reporting still had to include a breakdown of numbers -- i.e. the numbers of people coordinator has been in contact with.
- **Audrey:** As far as the Ministry is concerned, no-one looks at these numbers anymore.

Group Discussion on Future Directions

- **Audrey:** Since funds are limited (as last year), "Is this still worth doing at the level we're doing it now?"
- The total RC budget is $100,000 ($101,000?). Last year's slight increase (to $12,000 per region) was only possible because two regions had surplus. $10,000 is the amount being requested this year (each region)
- Doesn't anticipate any increase from the NLS this year. "No-one is lobbying for an increase -- lobby to the Minister for a matching of the federal pot."

Additional questions from RC's:

- **Jennifer:** asked if there can be more than one program delivery per region -- she was advised this by Linda Cooney.
- **Audrey** replied that the guidelines say this applies per community.
- **Jennifer:** in her regions' situation, their $$ allotment for program delivery has to be divided between regular (adult) literacy and family literacy. "Family literacy is feeding the adult program (in numbers) because it has generated more business for the adult programs."
- **Audrey**: will think about the situation in Jennifer's region.

Final comments from Jean/Leona

- **Jean:** re: the upcoming federal budget -- "a children's budget." There are federal initiatives we may be able to tap into (i.e. Centres for Excellence, Health Canada)
- **Leona:** has contacted her regional (health/family/government) contacts to let them know she is there and to ask to be at the table for meetings

Special Initiatives Fund

- Needs to be a strategic thrust for Literacy BC -- build capacity for ongoing work
- Proposal criteria and deadline date needed - re: alliance-building - 16 core persons
- East/West Kootenay to bring famlit coordinators together to do strategic plan -- build alliance
- Costs to be covered:
    - Consulting time
    - Costs to come together
    - Coordinators' costs needs to be covered
    - Release time needed
- Next step still needed for alliance to address policy issues
- How to use existing RC's as a resource to this process -- e.g. look inside, i.e. see each other as consulting
- Need to document current successes as a model -- e.g. East Kootenay/Selkirk -- and share it -- need to have RCs meet
- Need to deliver "learning" outcomes from use of special initiatives fund
- Pro-d for organizational development << e.g. committees, Boards
    - < awareness re issue, < tools
- Communications strategy

- develop info, etc, that would build support for regional coordination -- across province
- "How-to" manual on building alliances for literacy
    - will acknowledge difference re: regional definition
    - could be by communities
- Develop a plan for including First Nations (connection to)
    - devolution of employment/training

OKANAGAN UNIVERSITY COLLEGE

memorandum

Nov 23/99

Hi Jean.

What a great weekend. Learned alot, lots of food for thought.

Thanks

Nancy.

RECEIVED NOV 26 1999

Thanks Jean.
It was great to
meet everyone.
Very enlightening.

Pat

Thursday, September 30, 1999 9:55:21 AM
Regional Coordinators

From: Jean Rasmussen

Subject: Fall Mtg

To: Regional Coordinators

Hi Everyone
Has anyone had the LBC icon disappear from their desktop on FirstClass??? Apparently it's an anomaly, however it happened to me this week. It was so weird!!! I couldn't get on the "hub". My email icon was still operable...but nothing else. LBC was swallowed up....If it does ever happen to you call/send Lawrence a message or Trula Fountaine at Cap College for tech support. Trula is available Wednesdays 10am to 2pm or Thursday 1pm to 5pm 604 -984-1791 or email Lawrence Wu on the hub directly.
Now down to business....We have two new regional coordinators - Pat Hanki, New Caledonia region and Nancy Noble-Hearle, Okanagan Region, actually three - Nancy is job-sharing with Janet Mantyka . Molly Eichar and Maureen Stephens have stepped down. We welcome Pat and Nancy. Nieither of these coordinators are online yet....but we are working on it. Both will attend the November Meeting. I will post in a later message a little bio of both.
It would be very nice to arrange something special for Maureen...perhaps she could join us one last time and we have a dinner or go to a play or...Of Mice and Men is on at the Playhouse ????(I will check the cost) I will call her to see if she is available and we can think about a celebration of some kind.

It looks like it's a fall meeting in November. The consensus seems to be the weekend of November 19-21. Unfortunately Bill will not be joining us as he leaves for Mexico November 1st (it's a hard life BIIII). We will miss you.
If this does not work for any of you, speak now (soon) as I have to book the Executive Inn.

As you know, I usually make all the flight arrangements and send you tickets. Do people still want me to do this...or is it just as easy to do it yourself. The difference really is that we pay for it up front on this end and you don't have to fill your credit cards. At any rate, I will book all your rooms as this is much easier for me logistically. Any special arrangements in this regard can be email to me. I will book separate rooms for each of you.

Suggested Topics/Content for the Weekend
Audrey Thomas would like to join us on the Friday afternoon to talk about the RLC project in general and more specifically about reporting - how to make this easier and more consistent. Apparently some reports have too little and some too much.....How do people feel about this???
The usual LBC projects update/provincial perspective, regional roundup.....
Update on Transitions project, BCTF/regional connections/partnerships, Training Accord, Economic Summit Follow-up
Update on Workforce Initiatives.
The Special Initiatives Fund - criteria for applying, access to funds, purpose of funds
Family Literacy Day 2000,

Ideas for training from our last meeting in April.?????
Phonological awareness - Joyce Cameron
Regional Coordinators share area of expertise
Recruitment/retention

One-on-one teaching models
PLEASE ADD TO THIS LIST

Let's get a discussion going on above. What would be most beneficial in terms of training????
Jean

Wednesday, October 20, 1999 10:19:53 AM
Regional Coordinators

From: Jean Rasmussen
paul.lamarre@sd75.mission.bc.ca

Subject: Fwd: Annie Ape Workshop for Trainers, Teachers, and Parents

To: Regional Coordinators

Here's one idea for prod for Saturday Nov 20. I spoke to this man and thought you might be interested...especially those of you involed in family literacy. His workshop takes between 90min -2hours. His cost as he states is $30 per person - which amounts to approx $360 which we will pay. Have a look and let me know what you think.....Jean

DR. PAUL LAMARRE is a Learning Assistance Teacher at Fraserview Elementary School in Mission, BC. This year, 22 out of 44 beginning Grade One students were referred to LA because they lack pre-requisite skills and knowledge.

Dr. Lamarre holds a Doctor of Philosophy degree in Reading Education, Adult Education and Statistics. He has taught at all levels of the educational spectrum, including the University of Georgia, UBC and SFU. His teaching assistantship duties at Georgia include more than a year as a "materials evaluator" in the REGIONAL ADULT LITERACY SERVICE UNIT. He has presented papers and workshops in Canada, the USA, and at international conferences.

In addition to his teaching assignment and workshop presentations, Paul owns STARGATE EDUCATIONAL SERVICES, an abilities testing and tutoring service in Abbotsford, BC. He may be reached at (604) 850-6748, by facsimile at (604) 826-4052, by e-mail at paul.lamarre@sd75.mission.bc.ca and by regular mail at 2101 Everett Street, Abbotsford, BC V2S 7R9.

WORKSHOP COSTS

$30.00 per participant. Includes teaching materials.

Participant minimums may apply.

Outside the Lower Mainland of BC, consideration must be given to travel, accommodation, and per diem costs. The laws of parsimony and reasonableness apply.

Karen Slack
Fraserview Elementary School
32444 7th Ave.
Mission, BC, Canada V2V 2B5

Phone: (604) 826-4337
Fax: (604) 826-4052

email address: karen.slack@sd75.mission.bc.ca

The Workshop:
HOW TO HELP KINDERGARTEN CHILDREN GET READY FOR GRADE ONE; A WORKSHOP ON
THE ALPHABET SEQUENCE CALLED ANNIE APE ATE APPLES.

How does a parent know if a child is ready for Grade One? What are the pre-requisite skills? Does the parent rely on someone else's opinion because the specific skills needed to become a successful learner are unknown? Is the parent reluctant to teach her child because she doesn't want to upset the teacher?

ANNIE APE presents an easy way for parents to teach their children how to become successful learners without interfering with the school program. Parents will learn how to design quality time with their children, in a FUN way, that contributes to the child's abilities at the same time. ANNIE APE helps parents MAKE A DIFFERENCE in their child's first year in school.

ANNIE helps parents develop comfort in maintaining their competencies and responsibilities with regard to their children's learning. This workshop teaches parents (and teachers and Family Literacy Trainers) what they COULD and WOULD do, IF ONLY THEY KNEW.

This integrative and comprehensive program is the result of 20 years of work with Grade One students referred to learning assistance because they lack the readiness skills, or pre-requisite knowledge. Refined over the years, it is now ready for presentation to parents, teachers, and trainers who teach parents to work more effectively in early literacy.

Because of its coherent and comprehensive utility, the program requires no more than 20 to 30 minutes of quality time, for 90 days, to develop functional skills in most students. Those abilities prepare the young learner to relate meaningfully to the developmental reading process3es taught in the Grade One classroom.

The alphabet stories deliver a small amount of information, which can be stored in short-term memory. The question strategy carefully extracts the information segments in a systematic way. Consistent and repeated patterns of question strategy instill an integrated approach to academic thinking and learning

ANNIE APE relies heavily on visual literacy, comprehension, letter-name recognition, word recognition, ordinals, counting, and concept and language development. Most importantly, visual and auditory sequential memory are enhanced significantly. An efficient reader is one who is able to remember words instantly; an inefficient reader is one who invokes the labor-intensive tool of "sound it out." ANNIE is a potent filter in determining which students have serious impediments to learning.

Research studies are very clear: THE SINGLE, BEST PREDICTOR OF ACADEMIC SUCCESS IS KNOWLEDGE OF THE ALPHABET UPON ENTRY TO GRADE ONE. What does
that mean? Is a child who can sing the alphabet ready for Grade One? Unfortunatley, the answer is NO.

This workshop (teaching material, included) will teach you:

* What it is we expect children to KNOW and SAY and DO upon entry to Grade One.
* How to present the alphabet for greatest benefit.
* The importance of lower case letters and proper letter formation.
* The role of memory and its importance (visual, auditory, sequential)
* Effective ways to reinforce letter-name recognition.
* Techniques to develop word recognition.
* Techniques to develop comprehension, thinking, and information storage and retrieval.
* The importance of visual literacy in learning to read.
* Techniques to foster the ability to focus on and complete tasks.
* The importance of physical activity and development in learning.
* How to invoke parent support.
* How to maximize the use of parent volunteers.
* Follow-up activities...and MORE!!

Wednesday, October 27, 1999 11:27:57 AM
Regional Coordinators

From: Jean Rasmussen

Subject: PossibleMeetingAgenda

To: Regional Coordinators
Audrey Thomas

Hi All.....the following is a possible agenda....let me know what you think.

Friday
1- 2ish pm
Welcome/Introductions and review of weekend activities (Jean)
Literacy BC Projects Update
Linda Mitchell, Executive Director et al
2ish to 5pm
An Afternoon with Audrey Thomas
"Possible" Topics to cover
Overview/Discussion on "where we are at" and "where we want/need to go - future directions"
Reporting (how to simplify the process, discuss/agree on what needs to be include or not, etc)
Contracts
Job Descriptions
The role/responsibility of partners
Partnerships agreement - do we need to revise it?
Consistency in Salaries - how are they determined?
ABE Transition Project Update

Saturday
8:30 to Lunch
Regional Round-up/Discussion- please prepare a one-pager of regional activities to date, and a brief synopsis of your plans December-June (or whenever your contract ends) for Friday Nov. 19th and we will distribute to group in preparation for the Sat round-up . As we never seem to have enough time for

discussion, beyond the round-up - this might help.

1ish to 5pm

Prod/training TBA shortly -

Sunday

8:30 - 12noon

Literacy BC has hired Gavin Perryman to help us with future planning. Gavin and Linda Mitchell, LBC Executive Director, would like to have an hour or so with the group to get your perspectives on the future directions of Literacy BC - **What actions and/or impacts do you want the organization to achieve?** Your participation in this planning process would be greatly appreciated. We could do this anywhere between 8:30 and 10:30 and still have time for wrap-up and housekeeping. I'm including, below, a report on what LBC has achieved since our last strategic plan, in 1996

LITERACY BC

Implementing the 1996 Strategic Plan

What has been done

1. Maintain a strong, sustainable financial base

Organized the PGI tournament and Ski Day special events

Continued support from the Provincial government and NLS

Initiated a project to develop an annual giving campaign

Raised on average 20% of the annual budget from memberships, corporate sponsorships, donations and special events

Continued to explore the possibilities of a foundation for literacy

Re-developed the organization's financial policies

2. Provide access to learners through information, referral, and an on-going voice

Maintained a 1-800 information line

Initiated a research project on the calls on the 1-800 line to look at issues of learner motivation, access, participation, and drop out rates

Ensured at least four learners on the Board

Provided a member to the Board of MCL and to the cost shared projects External Review committee

Kept the Literacy BC Board informed of issues important to learners

Carried out a survey of member's interests

3. Provide support to the field through information, referral, consultation and training

Maintained a 1-800 information line

Created a resource centre with on-loan materials

Developed a cataloguing system

Created a provincial electronic network and conferencing service

Published a regular newsletter

Supported regional literacy coordinators

Hosted regional professional development workshops

Held 3 summer training institutes

Provided information, training, and consultation to local literacy organizations

Provided fund raising training to community literacy organizations

Provided training to volunteer tutor program coordinators

Published a resource guide for volunteer tutor program coordinators

Published and distributed the Walk for Literacy book

Referred volunteers to programs in their local communities

Maintained a data base and mailing lists

Provided literacy information kits to libraries, community agencies, employment centres, etc.

Promoted best practices in literacy programs

Carried out a survey of member's interests

4. Take a proactive role in influencing government policy

Provided two representatives to the cost shared projects External Review Committee, including one learner

Participated in national consultations on policy issues

Met with government staff, MLA's and MPs

Hosted an international conference for the OECD and NLS

Advocated to the Provincial government regarding B.C. Benefits

Advocated to the Provincial government regarding free tuition policies, a common credential and regional planning

Participated in the annual Literacy Action Day on Parliament Hill, Ottawa

Initiated a Leadership in Literacy Program, designed to provide information and policy advice to government

Expand public awareness regarding literacy

Distributed International Literacy Day kits, each year

Provided speakers to service clubs, unions, private businesses, community groups, education providers, . . .

Promoted the information coming out of the International Adult Literacy Survey

Built partnerships with the Open Learning Agency, SkillPlan, the B.C. Chamber of Commerce, NLS, . . .

Promoted the Canada Post Flight for Freedom Awards

6. Take on projects of a research or developmental nature

Built a long term interest in workforce literacy, including establishing a Workforce Literacy Advisory Council

Built a long term interest in family literacy including family literacy program development/support, public awareness, corporate sponsorship, advocacy.

Thursday, November 04, 1999 10:33:15 AM
Regional Coordinators

From: Christina Patterson

Subject: Re: PossibleMeetingAgenda

To: Regional Coordinators

The agenda sounds good to me. I also like the pro-d stuff.

Another question I have is whether anybody has a Family Literacy Program that has a strong oral story-telling component. For instance, I want to invite the Cowichan Tribes to provide elders to relate historical information or teachings of the elders to the people who participate in a local Family Lit. Project. Anybody already doing that? Christina

Tuesday, November 09, 1999 10:57:53 AM
Regional Coordinators

From: Jean Rasmussen

Subject: Structure of Intellect Training

To: Regional Coordinators

Hi.....here is another possibility for prod for Saturday afternoon. It's a 2 hour workshop on the Structure of Intellect model. It's the same guy who does the Annie the Ape training. He will present on both if we want him..... for a bargain. Bill knows this guy and told me that the SOI model is very interesting (apparently Paul taught Bill 20 years ago!!??). Families in Motion in Chilliwack have been using the SOI model with the adults that attend the program. I sat in on one of their class and they seemed to find the program useful????? Paul will also being doing a workshop on SOI for ABE instructors at UCFV. Soooo, what do think? We have to decide by Friday, so let me know asap. The following is a brief description from Paul on SOI.

The Structure of Intellect (SOI) Model for Learning: A workshop for Trainers

Many adults who have not been successful in school and who decide to embark on a GED or a change of job often need to participate in literacy programs as an intermediary step. At times, the goals are predetermined. At others, the goal change occurs after confidence in the ability to read has improved.

The skills necessary to think as a student are sometimes different from those used in problem-solving on the job or in everyday life. Textbooks are often difficult to read and understand. The reading, the thinking, the mastery of concepts require time and discipline. Studying begins after the class is over. To those who have been away from school for a time, this requires adjustment and adaptability.

Adults who go back to school do so with a strong desire to succeed and a great sense of purpose. Within a short period of time, they realize that their previous academic training coupled with their experience in life have not prepared them to face the long hours and hard work involved in their programs. After a few weeks, they become overwhelmed. They try to hide their deficiencies by claiming a lack of time or a change of goals. Whatever their rationalizations, their self-confidence and self-esteem suffer another blow...yet another failure! The tragedy is inexcusable, because many of these adults are capable and could succeed. A transition program which re-introduces the prospective student to academic thinking along with reading instruction can help prevent the problems they may face.

A productive way to help the underachieving adult is to determine the strengths and weaknesses demonstrated in processing information required for school thinking. The key to remediation is to teach clients how to learn, how to help themselves learn, and how to become independent thinkers and learners. This requires an approach that is intelligent, that is thought-provoking, and that restores in them their belief in being capable learners.

To present them with material in which they've already demonstrated failure is not a coherent approach, in my personal and professional opinion. A bridging program is vital to prevent such abreactions.

The Structure of Intellect (SOI) System accomplishes that goal. It is worthy of investigation to determine its efficacy in a literacy setting.

The SOI Model for Learning workshop will address:

* The Who, Where, and Why of SOI Origins

* Program components -- The Model

* A sampling of SOI Modules with hands on
  Depth and breadth - color coding
  The best modules to use
  How to introduce the modules
  How to get the most out of the modules
  How to lock in the concepts

* The benefits of SOI -- Outcomes
  A more direct approach to meet objectives

* Training to test in SOI
  An intellectual CAT Scan
  Time and costs

Friday, October 15, 1999 1:43:26 PM
Regional Coordinators

From: Jean Rasmussen

Subject: Re: re training

To: Regional Coordinators

Jennifer Cliff-Marks writes:
I am open, your ideas sound great, Jean. I always get the most from connecting from our own group. Perhaps we could all write and hand out an activity outline (Sept-Nov and future plans), so the regional round-up does not go on for too long, but this information is always most-valuable to me.
Jen :)Hi Jen, we tried getting everyone to do this for last Novembers meeting andas you will recall some did and some didn't. But, hey, I up for trying it again. It does speed things up and it also makes the notetaking easier. What do others think???

P.S. I am going to Victoria (Fam Lit conference) next week thanks to a West Jet seat sale!! (Victoria-Kelowna $55) Anyone else going?? Great! I will be in Victoria as well. I've got a lunch meeting with Doug Moss, MOE, on Thursday and tea with Audrey in the afternoon, and the Ripples on the Pond conference on Friday. I will be setting up LBC resoruce table. If there's anything you want dispalyed - bring it. We are sponsoring Vicki Grieve's workshops. Should be lots of fun.
Does everyone know that Jennifer is one of our new board members?? It's great to have her with us.

P.S.S. Is anyone else out there still writing final reports from last year????? I just cannot seem to find the time to finish mine!!!
I would like to know the answer to this as well (smiling)?
Jean

Friday, November 12, 1999 9:35:32 AM
Regional Coordinators

From: Jean Rasmussen

Subject: Special InitiatviesFund

To: Regional Coordinators

Hello Everyone,
The following is LBC's RLC CSP proposal for this year. In preparation for next weeks meeting please review the objectives for the Special Initiatives Fund. I will be posting the agenda for our weekend together in a separate message. Cheers.....Jean

Revised Provincial Regional Literacy Coordination 1999/2000 CSP Project Application

As per request, I have divided the Regional Literacy Coordination Project application into two components Management and Support (MAETT) and the Special Initiatives Fund (NLS). Included are two separate budgets.

Regional Literacy Coordination Project Management and Support (the "glue")
The following revision reflects a budget of $17,000 for Regional Literacy Coordination Project Management and Support (The "glue")

7. Need for activity
Literacy BC's continuing role in the coordination and support of this project is essential to the stability and entrenchment of regional literacy coordination in BC. In collaboration with the Regional Literacy Coordinators, we have identified the following areas of need.

Regional Literacy Coordinators have expressed a need to continue to maintain a strong provincial network, have access to training and professional development, and an opportunity to share information and expertise with their colleagues under the leadership of Literacy BC.

It is also important that Literacy BC continue to advocate for regional literacy coordination to help build capacity and move the issue of literacy forward in B.C. This advocacy will take place at the college, school district, and ministerial levels.

8.Objectives of activity
Provide consultation, information and support to 11 Regional Coordinators, with a focus on supporting the new Regional Coordinators
Maintain and support a network for Regional Coordinators including, maintaining and

moderating the FirstClass conference
Assist Regional Coordinators with the development of community partnerships and planning for the future, including researching funding possibilities (at the college, school district, and ministerial levels)
Create stronger connectivity between MAETT's Transition Project and the Regional Coordinators
Plan and deliver one professional development/training event for Regional Coordinators in Vancouver
Assist with the selection process of Regional Literacy Coordinators, as required
Write a final report
Receive final activity reports from Coordinators

12. Description of Activity and Plan of Action
September 1999 to June 2000
Plan and implement a Regional Coordinators meeting and professional development/training
Contact colleges and school districts where there is a Regional Coordinator
Further the process of linking regional coordinators with the MAETT Transition Project
Write and submit a CSP proposal for 2000/2001
Assist Regional Coordinators with CSP proposals
Write a final Report
Ongoing Activities
Provide consultation, information and support to 11 Regional Coordinators
Moderate and facilitate the FirstClass electronic conferences
Assist Regional Coordinators with the development of community partnerships as needed
Assist with the selection process of Regional Coordinators as required

Special Initiatives Fund
The following revision reflects a budget of $16,300 for the Special Initiatives Fund

7. Need for Activity
There is a current need to further assist Regional Coordinators to meet future challenges by building alliances in their regions. Through a Special Initiatives Fund, Regional Coordinators will have access to resources for planning regional meetings whose focus will be to develop and implement a regional planning model for literacy services. The fund will also provide an opportunity for Regional Coordinators to build on their skills in the areas of strategic planning and community development.

8.Objectives of activity
Assist in the development of an evaluation tool for Regional Coordinators to reflect on their past, current, and future work in order to be more strategic about future planning in their regions
Set up a Special Initiatives Fund, which will invest in the future of Regional Coordination. The fund will provide resources and support for Regional Coordinators in developing a long-term strategic plan and model for building stronger alliances and partnerships within their region. The purpose of the fund is to help ensure that a strong model for regional coordination and planning is in place. Regional Literacy Coordinators

will be expected to apply for this funding.
Apply for matching funds for the Special Initiatives Fund from organizations such the United Way and the Vancouver Foundation
Develop a contact list of trainers/facilitators in the areas of partnership and community development

12. Description of Activity and Plan of Action
September 1999 to December 1999

Develop an evaluation tool with Regional Coordinators
Set up the Special Initiatives Fund, establish criteria and design application form
Process applications
Develop proposals for matching funding to agencies such as the United Way and the Vancouver Foundation
Develop a contact list of trainers/facilitators in the areas of partnership and community development
Assist with the planning, facilitation, and evaluation of regional meetings for successful applications to the Special Initiatives Fund